

TechBC Boycott

Restrictions Lifted from New University

ON MAR. 20 CAUT AND the Confederation of University Faculty Associations of British Columbia (CUFA/BC) announced an agreement with the Technical University of British Columbia (TechBC) to lift an eight-month boycott of Canada's newest university.

"The agreement is the result of three months of negotiation between TechBC, CAUT and CUFA/BC," said Tony Sheppard, President of CUFA/BC.

"Under this agreement, the TechBC Board of Governors will implement policies that guarantee the academic freedom of faculty, librarians, other academic staff and students, that put academic decision making in the hands of academic staff and students, and that guarantee the institution will hire academic staff into, what are for all practical purposes, tenured positions."

"In signing this agreement, we have not solved all problems at TechBC," said Bill Bruneau, President of CAUT. "But we have answered the most important ques-

tions, and all three parties have committed themselves to ongoing discussions and cooperation."

The agreement does not amend the TechBC legislation, but rather makes use of certain powers of delegation given the TechBC Board of Governors. Under those powers, TechBC's board will now delegate a wide range of academic powers to the senate-like body called the Academic Planning Board comprising academic staff, students, and external representatives.

"This agreement is the best we were able to achieve under defective legislation," said Robert Clift, Executive Director of CUFA/BC. "Our next task is to persuade the provincial government to fix the legislation."

As the result of this agreement, CAUT has suspended all boycott activities pending the formal lifting of the boycott by its Council in early May, and CUFA/BC has ceased all boycott activities.

CAUT and CUFA/BC will continue to monitor the situation at TechBC and work with the ad-

Tony Sheppard —
Pleased with TechBC agreement.

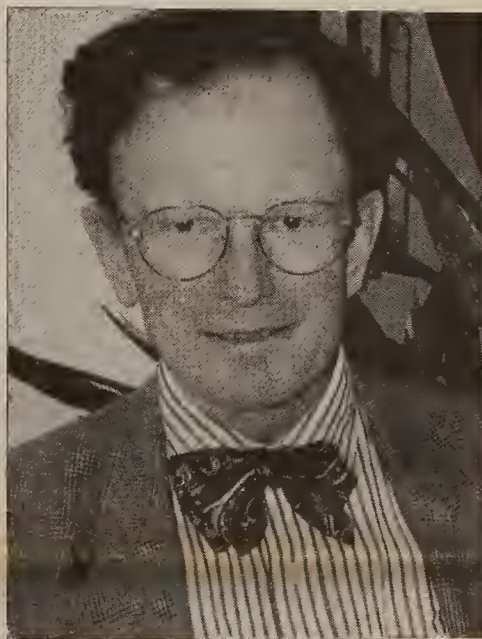
ministration and board. CAUT and CUFA/BC will also offer advice to academic staff members considering employment at TechBC.

"The agreement is somewhat complex, and we want potential academic staff members to understand it fully," Clift said.

The organizations are also pleased that the provincial government has begun to answer the criticism that TechBC would draw funding away from the other universities.

"We were glad to hear Advanced Education Minister Andrew Petter announce last week the allocation of new funding for TechBC," Sheppard said. "We expect the province will continue to put in the necessary new money, and not drain it away from the existing universities." ■

Full details of the agreement are available at the CUFA/BC web site: <http://cuface.harbour.sfu.ca/tube/index.html>.



La fin du boycott de la TechBC

LE 20 MARS 1998, L'ACPPU et la Confederation of University Faculty Associations of British Columbia (CUFA/BC) ont annoncé qu'elles avaient conclu une entente avec la Technical University of British Columbia (Tech BC) qui met fin à un boycottage de huit mois de la plus jeune université canadienne.

«L'entente est intervenue après trois mois de négociation entre la TechBC, l'ACPPU et la CUFA/BC», a déclaré Tony Sheppard, président de la CUFA/BC.

«En vertu de l'entente, le conseil d'administration de la TechBC mettra en oeuvre des principes directeurs qui assureront la liberté universitaire des professeurs, des bibliothécaires, d'autres universi-

taires et des étudiants, qui donneront au personnel enseignant et aux étudiants le pouvoir de prendre des décisions d'ordre pédagogique et qui garantiront que l'établissement embauchera des universitaires à des postes à toute fin pratique permanents.»

Selon le président de l'ACPPU, William Bruneau, cette entente ne règle pas tous les problèmes à la TechBC. «Nous avons toutefois répondu aux questions les plus importantes et les trois parties s'engagent à poursuivre les discussions et la collaboration», a-t-il poursuivi.

L'entente ne modifie pas la loi créant la TechBC mais se sert de

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Western Ontario Faculty Vote in Favour of Certification

AFTER AN INTENSIVE FOUR-month campaign, full-time and part-time faculty at the University of Western Ontario have voted 65 per cent in favour of certification. With over three-quarters of the 1,250 eligible faculty casting a ballot, full-time professors voted 63 per cent in favour and part-time faculty 82 per cent.

The University of Western Ontario Faculty Association will become a certified trade union once the parties resolve, in front of the Ontario Labour Relations Board, whether or not full-time and part-time faculty should form a single bargaining unit or two separate units.

The university administration contends that responsibilities and interests of part-timers are differ-

ent. The labour board's decision will not affect on the trade union status of UWOPA.

UWOPA President Andrew Osler was ecstatic with the results, calling attention to the hard work of the certification committee chaired by Marjorie Ratcliffe and her team of "incredibly enthusiastic" volunteers.

"This has been an absolutely incredible process, and no words of mine can adequately praise the dedication of Marjorie Ratcliffe," he said. "Wonderful"

Osler added that he doubted people outside Western, or those who have not been through a university certification drive, could appreciate the courage of those involved.

"This was something like a war, and I am impressed more than I shall ever be able to express by the sheer courage demonstrated by my colleagues who stood their ground in this morally urgent matter."

But, he noted, he found the result powerfully sobering. "Western's faculty now must consider how they wish to apply the powers which the Labour Relations Act provides," he said. "We are looking forward, at last, to sitting down at a bargaining table where smothering hypocrisies no longer prevail, and where we will possess real authority to speak for our members."

"But we also have to keep very much in mind the fact that we have

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NEWSLINE

CBEBEC Drafts New Model Clauses on Technology Issues

The CAUT Council will review at least three model clauses on technology-related issues, when it meets at the end of the month. The Collective Bargaining & Economic Benefits Committee has formulated model language on e-mail security, the choice of teaching materials, and the status of electronic journals. When the clauses are finalized and approved by CAUT Council they will be posted at the CAUT web site.

Once the model language is incorporated into agreements and contracts, academic staff will benefit from protection of privacy, from freedom in the choice of teaching materials and methods, and from clarity in the status of electronic journals in promotion and tenure review.

One of the mandates of the committee is to draft model contract language. The committee is currently drafting model language on the subjects of copyright, parents, special courses, amalgamations, consolidations and mergers, and disabled members.

Working Group Appointed for Part-Time Faculty

The CAUT Executive Committee has set up a working group on part-time faculty. The five-member group is comprised of one representative from each of the four standing committees and the President. Members are: Linda Paul (Status of Women, Regina — Chair), Ruth Sheeran (Librarians, Bishop's), Gary Tompkins (Collective Bargaining & Economic Benefits, Regina), Pat Grassick (Academic Freedom & Tenure, Calgary) and Bill Bruneau (CAUT President, UBC).

Ms. Nancy Sennema from the University of Windsor Faculty Association will be providing advice and assistance to the working group. Ms. Sennema has broad knowledge and experience with the issues facing part-time faculty at Windsor.

The working group aims to produce an information paper, prepare draft contract language addressing the needs of part-time faculty, review relevant CAUT policy, and make specific recommendations for action.

For further information contact Christiane Tardif or Rosalind Rueborough at CAUT.

CBEBEC Decentralizes Its Training Component

In a departure from tradition, the Collective Bargaining & Economic Benefits Committee is now offering on-site bargaining training for faculty association members. Over the past month, CAUT collective bargaining officers Pierre Choquette and Christiane Tardif have given interactive training sessions for faculty bargaining teams at the University of Northern British Columbia and at Ryerson Polytechnic University. Sessions at other universities are planned. On-site training can focus on the most important issues at the local level, and the committee hopes more and more people will benefit from these intensive sessions. In addition to this new service, the committee continues to offer the collective bargaining conference and the annual grievance/arbitration conference. The conferences focus on policy matters and provide a training component.

For further information, faculty association representatives should contact Christiane Tardif, email: tardif@caut.ca; tel: 613-820-2270.

Teachers Challenge Bill 160

WHEN THE PROVINCIAL GOVERNMENT FIRST announced its intention to legislate sweeping changes to the education system in Ontario, it indicated that principals and vice-principals would be removed from teacher bargaining units. The Ontario Teachers' Federation and its five affiliates objected to the government's proposal and apparently persuaded the government that the exclusion was wrong. When the *Education Quality Improvement Act, 1997* ("Bill 160") was introduced on September 22, 1997, it did not contain any provision to remove principals and vice-principals.

The provisions of Bill 160 were nevertheless highly controversial. Discussions between the teachers' federations and the government continued, but no agreement could be reached. On October 27, 1997, Ontario teachers withdrew their services in a province-wide political protest against Bill 160. Many principals and vice-principals participated in the protest.

On October 28, 1997, the Attorney General of Ontario brought a motion for a court injunction to put an end to the political protest. Two days later, the Minister of Education announced amendments to Bill 160, including the removal of principals and vice-principals from teacher bargaining units. The Minister's public statements regarding the proposed amendments specifically linked the exclusion of principals and vice-principals to their participation in the political protest. Many teachers viewed the government's reversal on this issue as punitive and vindictive.

On November 3, 1997, the government's motion for an injunction was dismissed as premature. The teachers continued to oppose Bill 160, but the government went ahead with its agenda and passed the Bill. In its final form, Bill 160 not only excludes principals and vice-principals from collective bargaining under the statutory regime that governs teachers, but also prevents them from seeking collective bargaining rights under the *Labour Relations Act, 1995*.

The teachers' federations launched a constitutional challenge to Bill 160, arguing that the exclusion of principals and vice-principals violated their freedom of association, as guaranteed by the *Canadian Charter of Rights and Freedoms*. The federations also argued that the government's about-face on the issue was an act of retaliation against principals and vice-principals for participating in the political protest and, thus, constituted a violation of their freedom of expression.

The Ontario Court General Division ruled against the teachers. The teachers' federations are now considering whether to apply to the Ontario Court of Appeal.

Source: *Perspective*, Sack Goldblatt Mitchell, Barristers & Solicitors, Toronto, February 1998.

COMMENTS? QUESTIONS?

Letters for publication are welcome. Maximum 300 words. Publication is at the sole discretion of CAUT. CAUT will not normally print letters about individual local grievances nor those which, in its judgment, are libellous or defamatory, are on subjects which are not within the purview of CAUT's activities, or have been sufficiently discussed by other letter writers.

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New Agreement at Winnipeg

WITH THE ASSISTANCE OF MEDIATOR JOHN SCURFIELD, the University of Winnipeg Faculty Association and the administration reached a contract agreement on Sunday, March 29. Four days of continuous mediation and negotiations ended the 13-month long negotiation process, thus avoiding looming strike action. Association members voted to ratify the proposed contract on April 3.

The agreement arrived at on March 29 is for a four-year contract, ending in 2001.

The board withdrew its proposed changes to financial exigency and settled for only minor amendments to the redundancy provisions. The agreement entails a commitment to a full study of and provisions for remedy of gender-based pay inequity.

According to the faculty association, a major component of the negotiation process entailed setting up a new salary grid based on external and internal equity.

The new salary scale will be phased in by ranks, with increments paid according to salary thresholds. In 1997-98, the first year of the new contract, the new scale will apply to assistant professors, instructors, librarians, counsellors and coaches. Associate professors will be phased in during the second year, and full professors will be phased in the third and fourth years.

Salary Floors Effective April 1, 1998

Instructor I	\$30,000
Instructor II	\$32,000
Instructor III	\$42,206
Lecturer	\$32,000
Assistant Professor	\$39,408
Associate Professor	\$51,617
Full Professor	\$57,134
Librarian I	\$32,000
Librarian II	\$34,000
Librarian III	\$43,506
Librarian IV	\$53,432

Depending on rank, increments range from \$734 to \$2,327. A base increase of 2 per cent will be applied to salary floors, ceilings, caps and increments in the year 2000-2001. Also, in 2000-2001 a cost-of-living allowance will provide an increase of between 2 and 5 per cent. All members will receive full career development increments in each of the four years. The CDI for 1997-98 is retroactive to September 16, 1997.

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L'état des ratios professeur-étudiants dans les universités québécoises

L'ENJEU DES RATIOS PROFESSEUR-ÉTUDIANTS refait surface dans la conjoncture universitaire. Le calcul de ces ratios peut représenter un indice très révélateur de la qualité de la formation des étudiants et des étudiants. Il mesure notamment le niveau d'encadrement qui leur est offert. À l'heure où le nombre de professeurs réguliers connaît une baisse significative et où, un peu partout, le nombre d'étudiants par cours augmente sensiblement, qu'en est-il des ratios professeur/étudiants dans les universités du Québec?

La réponse à cette question importante s'il en est, s'avère étonnamment difficile à obtenir dans l'état actuel de la documentation de l'enseignement supérieur. La CRE-PUQ, pour une, ne tient pas ces données comparatives pour l'ensemble des universités. La Commission des universités sur les programmes, de son côté, démontre récemment que dans le secteur de la musique, les universités québécoises comptent en moyenne 1 professeur pour 15 étudiants alors qu'aux États-Unis ce ratio est de 1 professeur pour 7 étudiants. La CUP souligne à ce propos que la charge de travail plus grande imposée aux professeurs de musique du Québec peut avoir une incidence sur l'encadrement des étudiants. Le recteur de l'Université Laval, François Ta-

venas, affirmait pour sa part, dans une allocution prononcée le 7 octobre dernier devant la Chambre de commerce et d'industrie du Québec métropolitain, que son établissement a besoin de plus de fonds publics, en particulier pour "abaisser ses ratios professeur/étudiants qui sont de 50 à 100 % plus élevés que ceux des universités d'autres pays développés."

D'autres informations sur les ratios sont contenues dans les rapports annuels présentés par chaque établissement à la Commission de l'Éducation de l'Assemblée nationale. Elles sont plus ou moins complètes et ne sont pas traitées de manière comparative pour le réseau universitaire dans sa totalité.

Une exception, peut-être, à ce tableau, celle du réseau de l'Université du Québec. L'UQ tient à jour, régulièrement, une série d'Indicateurs de pratique courante parmi lesquels on trouve notamment des données sur les ratios professeur/étudiants. Nous publions ci-contre un tableau qui suit l'évolution du ratio du nombre d'étudiants équivalents à temps complet par professeur équivalent, de 1991-1992 à 1995-1996, pour l'ensemble des établissements universitaires québécois. Réalisée par la direction de l'UQ, la compilation a d'abord pour objet de situer les établissements de ce réseau par rapport aux autres uni-

Ratio du nombre d'étudiants équivalents par professeur équivalent

Université	91/92	92/93	93/94	94/95	95/96
Bishop's	20,3	21,0	21,0	20,0	20,1
Concordia	26,1	23,3	24,0	23,3	26,7
HEC	30,1	31,0	27,4	28,2	30,6
Laval	20,2	20,2	19,9	18,9	17,6
McGill	15,1	15,4	15,8	18,8	17,2
Montréal	19,1	19,4	19,4	18,2	18,6
Polytechnique	20,0	28,5	17,9	17,4	15,7
Sherbrooke	23,0	23,6	21,7	22,4	22,9
UQAM	27,0	27,9	27,4	26,8	27,0
UQTR	21,9	22,1	22,7	23,2	21,8
UQAC	21,2	22,5	22,9	21,5	20,5
UQAR	21,8	19,7	21,5	20,7	18,3
UQAH	27,5	27,6	26,3	23,6	24,5
UQAT	21,8	19,0	17,4	19,5	18,9
ETU	31,1	24,7	21,2	19,1	23,1
TELQU	45,6	48,0	50,2	50,9	59,4
Univ. du Québec	25,5	26,6	25,3	24,8	24,6
Autres québécoises	19,9	19,8	19,6	19,3	19,5
Réseau québécois	21,1	21,2	21,0	20,6	20,7

Évolution de 1991-1992 à 1995-1996 — Les ratios du réseau québécois et de l'Université du Québec excluent les données de l'ENAP, l'INRS et l'IAF.

Indicateurs de pratique courante, no 51, Université du Québec, juin 1997.

versités. Normal. Mais l'information rassemblée fournit des données utiles pour tout le système universitaire.

On y constate notamment que parmi les établissements à vocation

générale, l'UQAM et Concordia sont en plus mauvaise posture avec, respectivement, des ratios de 27,0 et 26,7, en 1995-1996, tandis que Laval, McGill et l'UdeM continuent, cette année-là, d'être en meil-

leure position avec des ratios variant entre 17,6, 17,2 et 18,6. L'Université de Sherbrooke a un ratio de 22,9. Quelles seront cependant les répercussions sur l'évolution des ratios des très nombreux départs à la retraite non remplacés qui sont en cours dans le réseau universitaire?

Le ratio professeur/étudiants moyen de l'Université du Québec, excluant l'ENAP, l'INRS et l'IAF qui sont des établissements à vocation particulière oeuvrant aux 2^e et 3^e cycles, se situe à 24,6 alors qu'il est de 19,5 pour les autres universités québécoises.

Le ratio global moyen pour l'ensemble du réseau universitaire québécois est de 20,7.

La conclusion la plus frappante de cette compilation est certainement celle qui transpose les données comparatives des ratios professeur/étudiants en données concernant le nombre de professeurs réguliers. Ainsi, estime l'Université du Québec, pour que son réseau d'établissements atteigne en 1995-1996 un ratio professeur/étudiants comparable à celui de l'ensemble des autres universités, l'UQ, en excluant ses instituts de recherche et l'ENAP, devrait compter environ 485 professeurs additionnels. ■

Reproduit avec permission, Université, FQPPU, décembre 1997.

La fin du boycott de la TechBC

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certaines pouvoirs de délégation conférés au conseil d'administration. En vertu de ces pouvoirs, le conseil d'administration déléguera désormais un vaste éventail de pouvoirs d'ordre pédagogique à un conseil de planification de l'enseignement composé de représentants du corps enseignant, des étudiants et de l'extérieur.

«Nous ne pouvions arriver à une meilleure entente compte tenu des lacunes de la loi», a déclaré Robert Clift, directeur général de la CUFA/BC. «Il nous reste maintenant à convaincre le gouvernement provincial de modifier la loi.» À l'issue de cette entente, l'ACPPU a suspendu toutes les activités de boycottage en attendant de lever officiellement le boycott à l'assemblée de mai de son Conseil. La CUFA/BC a également cessé toutes ses activités de boycottage.

L'ACPPU est la CUFA/BC continueront de surveiller la situation à la TechBC et collaboreront avec l'administration ainsi qu'avec le conseil d'administration. En ou-

tre, l'ACPPU et la CUFA/BC conseilleront les universitaires qui envisagent un emploi à la TechBC.

«L'entente est quelque peu complexe et nous voulons que les futurs membres du corps universitaire la comprennent à fond», a expliqué M. Clift.

Les deux associations se félicitent également que le gouvernement provincial ait commencé à répliquer aux critiques selon lesquelles il puiserait dans les fonds alloués aux autres universités pour financer la TechBC.

«Le ministre de l'enseignement supérieur, Andrew Petter, a annoncé la semaine dernière que de nouveaux crédits seraient affectés à la TechBC. Nous sommes heureux de cette annonce», a déclaré M. Shepard. «Nous espérons que le gouvernement continuera d'octroyer de nouveaux crédits et qu'il ne puisera pas dans les fonds des autres universités.» ■

Les détails complets de l'entente sont disponibles sur le site Web de la CUFA/BC : <http://cufabc.harbour.sfu.ca/tubc/index.html>.

Western Ontario Faculty Vote in Favour of Certification

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an obligation to use these powers to build greatness in our university. In the final analysis, that's what Western's professors voted for."

Osler's words were based on his experience with the administration representatives' attitude at the bargaining table. He was part of the association bargaining team which met initially with the administration to bargain towards a comprehensive (non-union) agreement.

After nine months, progress had been minimal. The administration wanted to maintain the board of governors' power to unilaterally impose the majority of articles in the comprehensive agreement.

Early last fall the executive of the association felt it had to withdraw the mandate of its bargaining team because of the lack of progress in talks.

Shortly after that, the administration's bargaining team began to publicly question the representativeness of the UWOFA bargaining team and executive. Now, this is no longer in question.

The certification campaign began in late October. The certification committee made and distributed information leaflets. It created a certification web site. Supporters signed membership cards, wore pro-certification buttons and wrote articles advocating unionization in the university's newspaper. Guest speakers were invited to address Western faculty on the impact of certification at their respective universities.

In the meantime, the administration also established a web site and wrote letters to faculty to convince them not to unionize — trying unionization to the threat of strikes.

By the last week of February, the certification committee had a considerable number of cards signed and Professor Radcliffe made an application for certification to the labour board.

In the days just prior to the vote, the administration attempted a final coup de grace. The same coup that is believed to have been responsible for the demise of certification at the University of Waterloo.

The administration requested that all eligible faculty be allowed to vote by mail, even though this goes against the labour board's policy. However, if refused, it would appear that the association was trying to exclude some faculty members from the democratic voting process.

The Brock University administration tried the same tactic in the recent certification campaign at Brock.

The election vote, supervised by the board, was held on March 4 and 5, 1998.

Paul Davenport, president of the University of Western Ontario conceded: "Now that the vote has been taken and faculty members have decided to certify, it is important to resume discussions and sign a collective agreement which benefits both sides."

This is the third union to certify since Dr. Davenport began his presidency at Western: the teaching assistants and the staff preceded the faculty in their successful drives for unionization. ■

Memorial University of Newfoundland Administration Puts Own Spin to Law Case Loss

THE COMMITTEE OF CONCERNED FACULTY (CCF) at Memorial University is concerned to try to ensure that fairness and due process are followed since the board of regents was obliged to rescind the attempted dismissal of dean of science Alan Law last July. With this in mind CCF is responding to a series of statements issued by Mr. Peter Morris, division of university relations, Memorial University, because of their biased and inaccurate content.

The central element (article 1) of the settlement dated Jan. 13, 1998 between Alan Law and Memorial University of Newfoundland, Jaap Tuinman, the board of regents and the executive committee of the board is that the board rescinded the decision of its executive committee to dismiss Dr. Law from his position. He was therefore reinstated as of July 15, 1997, and placed on administrative leave until the settlement date. Memorial's Jan. 22 *Gazette* article by David Sorensen avoids all mention of the rescission.

In article 8 of the settlement, Dr. Law agrees to submit his resignation from the position of dean effective Jan. 13, 1998. This was a voluntary resignation. The alternative was that in the absence of a settlement, and assuming a favorable ruling by the court, which Dr. Law was confident of obtaining, he would have been reinstated as dean for an indefinite period pending the proper hearing denied him in the first instance. Dr. Law, however, was convinced that it was in the best interests of the faculty of science that he resign, and he did so. For Peter Morris to say that Dr. Law's written statement "suggests, incorrectly, that his resignation was voluntary and doesn't mention that it was part of the settlement" (article 8 of "the final settlement") does not reflect the

fact that, as a result of the settlement, Dr. Law was not dismissed from his position.

Mr. Morris said that "the settlement did not deal with nor change the reasons for the initial dismissal of the dean...." The first part is true. However, there was never any intention that the Jan. 12 hearing, or the settlement which made it unnecessary, would deal with them. The settlement was generated by the Originating Application for an Order of Certiorari to quash the decision of the board of regents' executive committee. The hearing would have dealt solely with the question of whether or not a breach of natural justice, in particular procedural unfairness, had occurred. At no time during this hearing would the court have dealt with the substantive merits of the case. These would have been addressed in a subsequent court action sought to consider a claim of breach of contract and wrongful dismissal.

Peter Morris also asserts "the reasons that confidence (in Dr. Law) was lost were expressed in court affidavits that would have been heard had the case not been settled out of court. Thus, these reasons continue to be confidential, but no less real." This is not correct. The five reasons advanced by the vice-president (academic) in support of the recommendation to the board that the dean be dismissed are not confidential. The affidavits filed with the Newfoundland Supreme Court are public documents. The reasons were also given orally to an assembly of science department heads in July by Dr. Tuinman, and were subsequently made known to members of the faculty at an open meeting. Furthermore, the reasons referred to are no more than unsubstantiated statements made by one man, MUN's Vice-President (Academic) Tuinman, to justify his recommen-

dation that Dr. Law be dismissed. They have never been subjected to examination or rebuttal, and have not been proven to be true.

A statement attributed to Peter Morris in an *Evening Telegram* story says that "the university is glad of the opportunity now to push ahead and get on with the job of moving our faculty of science along into a leadership role here in the university, in the province and the country." The implication is that under Alan Law's deanship the performance of the faculty was inadequate. Many would dispute this.

But what is most galling is the reference to "the university." Peter Morris may have believed that he was speaking for the university, but he was not. The university consists of its students, staff, and faculty — some of whom also hold administrative positions, and the board. Neither faculty, staff nor indeed students were consulted about the performance of Alan Law. The vice-president (academic), the president and the board of regents are not "the university."

A Jan. 14 press release, reiterated in the Jan. 22 *Gazette*, states that Dr. Law was offered a similar financial settlement in July 1997. But that offer would have had him appointed to a vaguely defined "university staff position" without tenure until Aug. 31, 1999. Furthermore that "offer" was actually an ultimatum. The Jan. 13 settlement (article 3) allows Alan Law to remain as a member of faculty on leave with pay until 30 June 2000. The July 1997 offer had no assurance of early retirement and pension entitlement. The settlement (articles 6 & 7) does. ■

For further information please contact the Committee of Concerned Faculty at Memorial University; Tel: (709) 737-8765 (day); Fax: (709) 739-4328; e-mail: fsmuh@moigan.ucs.mun.ca.

They Fought the Law & the Law Won

IN MID-JULY 1997, DR. ALAN Law was abruptly removed from his position as dean of science at Memorial University by the executive committee of Memorial's board of regents.

MUN's Vice-President (Academic), Dr. Jaap Tuinman, issued a memo to the faculty of science indicating that "the senior administration had lost confidence in Dr. Law's ability to provide the faculty of science with the leadership required." Court documents subsequently showed that three weeks earlier Tuinman had abruptly presented Law with a demand that he resign, on the basis of a number of unsubstantiated assertions of less-than-acceptable administrative performance.

Law had been appointed dean under a 5-year contract, which had more than two years remaining. He therefore set in motion two legal actions against the university and its officers, one to quash his removal from his administrative post, and the other seeking compensation. Because his inappropriate dismissal as dean has the consequence of bringing Law into the MUNFA bargaining unit, the association was able to provide substantial assistance with his legal costs.

The faculty of science was fully supportive of its former dean. A 'Committee of Concerned Faculty' emerged, and worked to bring Law's case to the attention of the media (see "Memorial University of Newfoundland — Administration Puts Own Spin to Law Case Loss").

In November, MUN's board of regents formally acknowledged and concurred with its executive's decision to remove Law. Shortly thereafter, however, the university's position shifted perceptibly. In early December the board met for several hours in emergency session. Its counsel then requested a delay in court proceedings until early January, to attempt a satisfactory out-of-court settlement.

A settlement was reached on 13 Jan. 1998. Under its terms Law was reinstated as Dean of Science effective 15 July 1997, the date of his improper removal. He agreed to resign that position, effective the date of settlement, and indicated to the media that he considered this resignation in the best interests of his faculty, and also best for himself and his wife, who had been through an extraordinarily unpleasant seven months. By the terms of the settlement Law is now on leave with full pay plus administrative stipend until mid-2000, when he will be able to take early retirement. These financial terms are considerably more favourable than those originally presented to Law as a 'final offer' in July; the

settlement totals approximately \$261,000.

Throughout this affair, senior university officials have left public comment to Mr. Peter Morris, an associate director of university relations, who is responsible for issues management and strategic communications planning. Morris has omitted from news releases the key piece of information that Law was reinstated. In addition, Morris has repeatedly sought to imply that there are genuine reasons for Law's removal, which are not being addressed because the whole matter was not heard in open court. In fact, all of the reasons provided to Law for the administration's actions are a matter of public record, having been filed in court affidavits. Presumably, if Memorial's senior administration were sufficiently confident of these allegations, they could have chosen to proceed in court, as Law was prepared to do.

The university administration has now attempted to lay the whole issue to rest, with limited success. MUN's President Arthur May has publicly taken the position that it is "common for people in executive positions ... to offer their resignations in return for appropriate consideration" and has repeated the allegation that "substantive issues which led to the loss of confidence [in Law] were never discussed in public. But they didn't go away...." In essence, May continues to take the position that the appropriate response to unsubstantiated assertions of unsatisfactory administrative performance, not perceived by one's colleagues, is acquiescent silence, bought with a settlement that may be taken to indicate agreement.

May has also made the astonishing claim that the settlement is "cost neutral."

On Feb. 13, 1998 it was announced that Dr. Jaap Tuinman will be leaving his position at MUN — and the university milieu generally — to head the BC Open Learning Agency. Local media reported that "Tuinman considers his new job at the Open Learning Agency a natural career progression that has nothing to do with last year's controversy over the dismissal of Alan Law as dean of science."

On March 14 Dr. Arthur May announced that he plans to step down from his post. The president of Memorial has held the job for the last eight years. His current contract expires in August 1999. ■

Background material on the issue of Dr. Alan Law's removal as dean of science at Memorial University of Newfoundland supplied by Memorial University of Newfoundland Faculty Association.

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Under Fire in Bavaria

"ARE YOU NOW, OR HAVE YOU ever been, a member of the *Deutsche Kommunistische Partei*?" If your desire is to participate in the Canadian Studies Visiting Professors Program at the University of Augsburg in the German state of Bavaria, you must answer this question and the answer must be "no." Patricia Marchak, a professor in the sociology department at the University of British Columbia, learned this lesson the hard way.

In May of 1997, professor Marchak was set to commence a three-month teaching stint with the program. One week after her arrival in Germany, she was instructed by the university's administration to sign a declaration stating that she was not a member of the *Deutsche Kommunistische Partei* nor of 47 other political and religious organizations. The list of proscribed groups included those on both the left and right of the political spectrum, as well as the Church of Scientology.

According to the director of the program, Dr. Rainer-Olaf Schultze, her signature on the document was a condition of employment required by the state government. Prior to her arrival in Germany, the university had given professor Marchak no warning that it would make this demand.

Although professor Marchak did not belong to any of the named organizations, she refused to sign. As a result, she was forced to leave the program and return to Canada, out of pocket \$3,200 in travel and other expenses. In her words, "the situation reminds one of the McCarthy era in the United States.

The requirement to sign the declaration violates basic human rights. It is also contrary to the principles of academic freedom as recognized in all democratic countries."

Upon her return to Canada, professor Marchak raised the matter with the International Academic Relations Division of the Department of Foreign Affairs, which provides funding to the program. While she acknowledged to the department that the Canadian government could not interfere with the academic affairs of a foreign university, it could reasonably insist that all conditions of employment be made known to prospective instructors before they accepted positions. The department said it fully agreed and that it would make that point to the university.

At the same time professor Marchak also took her story to CAUT's Academic Freedom & Tenure Committee. Alarmed by the concerns she raised, the committee wrote to Reinhard Blum, Rector of the University of Augsburg, and requested an explanation.

On behalf of the university, Dr. Schultze acknowledged that all teaching staff were required to sign the declaration. He also stated that this requirement did not infringe academic freedom in any respect and that in the 12 years of hosting the visiting professors program, this was the first complaint that had ever been received.

Notwithstanding the legality of many of the organizations in question, Dr. Schultze justified the law by noting that the proscribed groups encompass those "which are said to aim at overthrowing the

foundations of a liberal state." Moreover, he indicated that professor Marchak turned down an offer that would have allowed her to avoid signing the declaration. The offer, according to Dr. Schultze, was that she would simply present a series of lectures without being duly appointed at the university.

Professor Marchak denies that any such proposal was made to her. She indicates that the university initially did not respond to her concerns, other than to demand that she sign the declaration. It was only late in the evening on the day before the course was set to commence that the university mentioned the possibility of considering alternative arrangements. Even this vague suggestion came with the proviso that negotiations for any such arrangements "would take a long time," and no actual proposal was ever made.

Without a formal undertaking from the university that she would not have to sign the declaration, professor Marchak was unwilling to begin classes for fear of placing students in jeopardy should she fail to reach an agreement and have to withdraw in midterm. It was in these circumstances that she left the program.

The Academic Freedom & Tenure Committee is now considering its next move. Professor Patrick O'Neill, chairperson of the committee, acknowledges that as a Canadian university is not directly involved, CAUT's usual options, including the ultimate sanction of censure, are not available. Nonetheless, he indicated that by alerting academics to the situation, he hoped the resulting publicity would bring pressure to bear upon the University of Augsburg and the State Government of Bavaria and, at the very least, make Canadian academics aware of the situation at the university before they became involved with the program.

The committee is also concerned about the propriety of the Canadian Government subsidizing a program at a university which violates the basic principles of academic freedom. Professor O'Neill indicates that his committee has addressed that issue with the Department of Foreign Affairs and is currently awaiting a response. ■

This month's feature on academic freedom was provided by Paul Jones of CAUT. Members of the Canadian academic community who are concerned about this situation can direct their questions and comments to: Professor Reinhard Blum, Rector, University of Augsburg, D-86135 Augsburg, Germany; Brian Long, Director, International Academic Relations Division, Department of Foreign Affairs & International Trade, 125 Sussex Drive, Ottawa ON K1A 0G2.

BARGAINING IN BRIEF

Mount Saint Vincent University

Like other colleagues in Nova Scotia, the faculty association at Mount Saint Vincent University has been negotiating salary and other conditions of employment with the university administration. The faculty has now reached an agreement with the administration, and some of the details of the salary portion of the settlement are summarized here.

November 1, 1997 — salary scale restored to the values in effect on April 1, 1991. April 1, 1998 — 1 per cent increases to scale. July 1, 1998 — 2.5 per cent increase to scale. November 1, 1998 — first installments catch up. July 1, 1999 — 2.5 per cent increase to scale. November 1, 1999 — second installments catch up.

Faculty salary scale, November 1, 1999:

Lecturer	\$33,064 - \$43,419
Assistant Professor	\$39,151 - \$55,422
Associate Professor	\$48,139 - \$73,286
Full Professor	\$62,823 - \$86,491

There are 32 steps between the floor of the lecturer rank and the ceiling of the full professor rank. Increments between steps are \$1,479.

University of Prince Edward Island

The new salary settlement reached at the University of Prince Edward Island provides basic salary adjustments and adjustments in career progress increments for faculty and academic librarians effective July 1, 1998, January 1, 1999, and July 1, 1999. The following tables summarize the settlement.

Effective July 1, 1998 — basic salary adjustment of 1.2 per cent, and career progress increment of 4.85 per cent of assistant professor minimum salary.

Lecturer	\$33,794 - \$43,434
Assistant Professor	\$39,758 - \$57,110
Associate Professor	\$51,685 - \$75,785
Full Professor	\$63,613 - \$82,893
Librarian I	\$31,866 - \$41,506
Librarian II	\$37,830 - \$53,254
Librarian III	\$49,757 - \$67,109
Librarian IV	\$61,685 - \$79,037

Effective January 1, 1999 — basic salary adjustment of 2 per cent, and career progress increment of 4.85 per cent of assistant professor minimum salary. Effective July 1, 1999 — basic salary adjustment of 1 per cent, and career progress increment of 4.85 per cent of assistant professor minimum salary.

Lecturer	\$34,403 - \$44,218
Assistant Professor	\$40,474 - \$58,141
Associate Professor	\$52,616 - \$77,156
Full Professor	\$64,758 - \$84,388
Librarian I	\$32,440 - \$42,255
Librarian II	\$38,511 - \$54,215
Librarian III	\$50,653 - \$68,320
Librarian IV	\$62,795 - \$80,462

St. Francis Xavier University

The faculty at St. Francis Xavier University also reached a new agreement this year. The salary settlement included an adjustment of 0.97 per cent effective November 1, 1994.

November 1, 1997 — increase of 3.09 per cent. April 1, 1998 — increase of 2 per cent. January 1, 1999 — increase of 2 per cent. September 1, 1999 — increase of 2 per cent.

Salary scale April 1, 1998 — There are three steps to the salary scale for Lecturers: \$33,431 - \$36,493. The Assistant Professor scale has nine steps and three more steps will be added in September 1998: \$39,555 - \$51,803. Associate Professor will also see additional steps in the scale, from the current fourteen to seventeen: \$48,741 - \$68,844. Two additional steps for Full Professors were added as of September 1, 1997, and three more steps will be added in September 1998, to bring the number of salary steps to eighteen: \$62,520 - \$83,954.

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Fees: \$2,995 includes tuition, materials, accommodation for five nights, all meals, and refreshments at University of Victoria's residential training centre, Dunsmuir Lodge. Enrollment limited to 30.

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UNIVERSITY OF VICTORIA

GOVERNANCE WATCH

An Active Role for Librarians

As universities deal with decreasing budgets librarians are finding their institutions changing in alarming ways.

In some cases working conditions are being drastically affected because of decreased funding and reduced staff. Moreover, assaults on collective agreements are threatening many hard-won benefits.

These unsettling changes are forcing the librarians to realize the need to participate more fully in the governance decisions which affect the library and the university at large. They are becoming increasingly concerned that decisions are being made about issues which affect the library without any input from the librarians themselves.

Librarians who do have the right to participate in university governance are discovering they must make sure they are properly represented on the committees to which they have access. In institutions where they are not eligible to sit on these committees, librarians are feeling increasingly isolated and marginalized.

Even though the chief librarian may be an ex-officio member of a governance committee, this representation is very different from the voice provided by rank and file librarians elected from the library as a separate constituency.

As full academic partners with the faculty, librarians should have the right to participate in committee discussions and decision-making at all levels of the university structure.

Although concerned and interested, many librarians find the governance role a difficult one to achieve. Traditionally librarians have not tended to be concerned with making their voices heard outside the library.

Their proportionally small numbers have meant that, as a group, they have often been overlooked. Moreover, the collegial spirit that historically defines the academy often does not extend to include the library.

Librarians may well find themselves removed from the important decision-making level by the layers of managers and administrators that define the hierarchical structure which typically exists in academic libraries.

In addition, library councils which should allow all librarians to sit as peers and participate in policy discussions exist in very few places. Many librarians report that even where councils do exist they do not function well and are often merely forums for the administration.

Revising the structures that exist in a particular university to allow for elected librarian representation may be very difficult. The mandates of some committees are often defined in the university charter, meaning that an act of parliament is necessary for change. There may also be an unwillingness to revise established documents since opening them to revision may well jeopardize the existing structures.

The struggle to be recognized as fully participating academic partners with the faculty is a familiar one to many librarians. In some institutions it is a battle still being fought. Now librarians are realizing the importance of participating on committees that have traditionally been the sole domains of faculty and administration.

However, in these times of fiscal restraint it is vitally important that librarians play an active role in decision-making if they are not to become further isolated from the influential governance committees which set the agenda for the library and the university.

By Ruth Sheeran — Member of CAUT's Librarians Committee and a librarian at the John Bassett Memorial Library at Bishop's University. This article represents the first of a two-part series on librarians and governance. Part II will be published in the May edition of the *Bulletin*.

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L'ACPPU annonce un nouveau programme hypothécaire

L'ACPPU AINSI QUE LE MORTGAGE Centre ont le plaisir d'annoncer le lancement d'un nouveau programme hypothécaire pour les membres de l'ACPPU et le personnel des associations de professeurs. Le programme est conçu de manière à ce que le financement d'une maison, d'une habitation en copropriété ou d'un chalet se fasse sans souci tout en assurant aux membres de l'ACPPU le meilleur taux hypothécaire disponible. De plus, le programme sera une source de revenus pour l'ACPPU, les associations locales de professeurs et la bourse commémorative J. H. Stewart Reid.

Le Mortgage Centre est une entreprise franchisée de courtage hypothécaire avec des bureaux à la grandeur du Canada et dont la CIBC/Firstline Trust est propriétaire. Le programme est administré par Metro City Mortgages Inc.,

d'Ottawa, un membre indépendant du réseau Mortgage Centre. Grâce à ce service, les membres de l'ACPPU auront accès à plus de 40 prêteurs hypothécaires au Canada, ce qui représente la plus grande concentration de capital au pays pour des prêts hypothécaires résidentiels.

L'aspect le plus spectaculaire de ce service hypothécaire est son système unique de soumissions anonymes de prêts hypothécaires. Au moment où les prêteurs présentent leur offre de prêt hypothécaire, ils ne connaissent pas les offres des autres prêteurs et sont donc forcés d'offrir d'abord leur meilleur taux et leurs meilleures caractéristiques. Vous êtes pratiquement assurés d'obtenir le meilleur prêt hypothécaire disponible. De plus, bien que plusieurs prêteurs soumissionnent votre hypothèque, votre crédit n'est vérifié qu'une fois, ce qui réduit

ainsi les effets négatifs sur votre cote de crédit personnel.

Ce nouveau programme comprend en outre un autre avantage. En effet, le Mortgage Centre versera 0,075 p. 100 pour chaque transaction hypothécaire à l'ACPPU et à l'association dont est membre l'emprunteur, ou 75 \$ par tranche de 100 000 \$. De plus, 25 \$ par transaction hypothécaire sera donné à la bourse commémorative J. H. Stewart Reid qui est destinée aux candidats au doctorat et qui est administrée par l'ACPPU.

Si vous êtes en train de vous chercher un nouveau domicile ou si votre hypothèque doit être renouvelée, n'hésitez pas à utiliser la ligne hypothécaire pour les membres de l'ACPPU au 1-888-216-7770 et à parler soit à Ray Lepage ou à Michael Bourget. Vous pouvez consulter le site W3 de l'ACPPU : www.caut.ca/mortgage_centre/.

New Mortgage Program for CAUT Members

A NEW MORTGAGE PROGRAM for CAUT members and faculty association staff has been launched by CAUT in conjunction with The Mortgage Centre. The program has been designed to take the worry and work out of financing the purchase of a home, condo or cottage, while assuring that CAUT members receive the very best mortgage rate available. In addition, the program will be a source of revenue for CAUT, local faculty associations and the J. H. Stewart Reid scholarship fund.

The Mortgage Centre is a Canada-wide franchised mortgage brokerage company, owned by CIBC/FirstLine Trust. Administered by Metro City Mortgages Inc. of Ottawa, an independent member of the mortgage centre network,

CAUT members will have access to over 40 mortgage lenders in Canada, representing the largest pool of residential mortgage capital in the country.

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will pay .075 per cent of every mortgage transaction to both CAUT and to the faculty association to which the member belongs (or \$75 per \$100,000). In addition, \$25 per mortgage transaction will be donated to the J.H. Stewart Reid Memorial Fellowship Trust, a scholarship for PhD candidates administered by CAUT.

If you are in the market for a new home, or your existing mortgage is up for renewal, call the CAUT member mortgage line at 1-888-216-7770 and speak to either Ray Lepage or Michael Bourget. You can also fax your request to 1-888-216-7771.

More information about the program is available at the CAUT web site: www.caut.ca/mortgage_centre/.

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* Mortgage rates as of March 9/98. These rates are subject to change without notice. 6 mth rate is convertible. All yearly rates are closed.

Que sont les professeurs devenus?

PAR HÉLÈNE DAVID

IL SUFFIT D'UN MOMENT D'ARRÊT ou de réflexion pour constater à quel point au fil des mois — mais évidemment de manière plus dramatique depuis six mois — nos conditions de travail ont changé et, surtout, à quel point le climat dans lequel notre travail s'effectue s'est dégradé. Tout s'est déroulé tellement vite, les collègues se sont évaporés si rapidement que, l'été aidant, ce n'est qu'en septembre 1997 que les collègues « survivants » se sont imprégnés de la réalité brutale qui semble désormais être la nôtre, du moins dans une unité comme la mienne à forte fréquentation étudiante.

Ils ont été trop clairsemés

Moins de profs, un moins grand choix de cours pour les étudiants, des tâches nouvelles d'enseignement clinique, beaucoup plus d'étudiants inscrits dans les cours qui s'offrent, un contingentement à la baisse aux études supérieures, une difficulté de plus en plus réelle d'assumer les enseignements obligatoires, moins de temps et de subventions pour la recherche, voilà quelques « éléments nouveaux » à intégrer dans le chapeau de la réalité universitaire actuelle.

Comme les départs à la retraite se sont faits au bon vouloir des professeurs qui désiraient s'en prévaloir, il n'a pas été possible de planifier la nouvelle topologie du corps professoral restant, ce qui a provoqué, et continuera de provoquer, une déstabilisation dans les programmes qui mène à une gestion assez anarchique. Impossible de prévoir les remplacements de professeurs, le dégauchissement d'argent pour les charges de cours, le nombre de cours optionnels qui seront réellement assumés, les charges d'enseignement clinique, etc.

Je ne crois pas que la responsabilité de cette anarchie ne soit imputable qu'aux unités ou à la faculté dont nous relevons, puisque le mouvement d'attrition des effectifs est généralisé dans toutes les entreprises et exige dans tous les cas une grande capacité d'adaptation. Je constate cependant que le réflexe peut-être fort prévisible de plusieurs professeurs a été de se muter dans le silence, voire l'indifférence, pour se dissocier de l'ensemble du problème et renforcer un individualisme déjà encouragé par le profil d'excellence si cher aux yeux des comités de promotion de l'Université.

Le mal ne sait pas seul venir

L'excellence ne fait pas toujours bon ménage avec la solidarité et, en ce moment, dans les temps difficiles que traverse notre université, il me semble que l'excellence devrait céder un petit peu de terrain au profit de la collégialité indispensable à tout mouvement

collectif de changement. Les unités doivent se redéfinir en fonction de nouveaux paramètres, les cours doivent être repensés dans l'optique d'une gestion efficace, d'une complémentarité, et non d'une rivalité, avec les autres cours donnés par les collègues de notre unité, voire même d'autres unités.

Le luxe d'enseigner à de très petits groupes est certes nécessaire, voire même souhaitable, dans certains cours ou séminaires, mais ce privilège ne devrait être accessible que si tous les collègues peuvent en profiter, ce qui implique le contingentement ou le réaménagement des charges de travail dans d'autres cours surpeuplés. Une planification dans l'attribution des charges d'enseignement doit se faire par les directions de département, sinon il se crée chez certains professeurs l'impression qu'ils travaillent et enseignent beaucoup plus que d'autres de leurs collègues. Dans ces temps de décroissance, l'équité doit devenir une valeur primordiale et non un vœux pieux.

L'espérance de lendemain

Je pense qu'il est possible d'atteindre un équilibre entre les tâches professorales, de rétablir un climat de travail et de communication qui soit agréable et qui donne le goût de relever les défis du changement, mais ce n'est certainement pas en antagonisant les rapports entre collègues ou avec les directions des unités qu'on y parviendra. C'est plutôt en se retrouvant les manches tous ensemble pour se donner, dans nos unités, des plans d'action et d'organisation qui nous permettent de mieux « voir venir ».

Les unités et les facultés doivent se doter de directions éclairées, formées de professeurs particulièrement rassembleurs, car l'avenir de notre institution passe beaucoup plus par la collégialité que par la division des forces. Le désintérêt et le désengagement que je constate entre autres dans mon unité depuis au moins un an frise un seuil critique, et je crains fort que si cette tendance se maintient, ce ne sont pas seulement les étudiants qui en paieront sérieusement le prix, mais aussi les professeurs qui ne trouveront leur prime de plaisir qu'en-dehors de la vie universitaire, ce qui les éloignera encore davantage de l'engagement qui me semble essentiel pour poursuivre notre mission universitaire.

Quand la fierté et le plaisir d'être professeur à l'université cèdent le pas à la morosité, voire à l'amertume, il devient vital de s'impliquer dans les grands débats. ■

(Hélène David est professeure agrégée au département de psychologie à l'Université de Montréal.)

Imprimé avec permission. L'Autre Forum, syndicat général des professeurs de l'Université de Montréal, février 1998.



Week Long Faculty Strike Ends at Dalhousie

THE WEEK LONG FACULTY STRIKE/LOCKOUT at Dalhousie University ended on the first day of April. A tentative agreement and an agreement on the back-to-work protocol were reached by the two negotiating teams late on April 1. On April 2, the DFA membership voted to accept the back-to-work protocol, and normal academic life resumed that morning. The date for the ratification vote has not yet been set.

As reported in the last issue of the *Bulletin*, the two major issues driving the faculty job action were salaries and the academic complement. Although all details of the agreement were not available at press time, the tentative collective agreement is for a 44 month term, from 1 November 1997 to 30 June 2001, and the financial package represents an increase of 13.6 per cent.

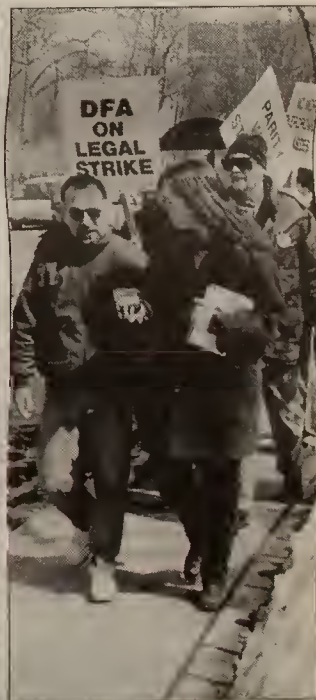
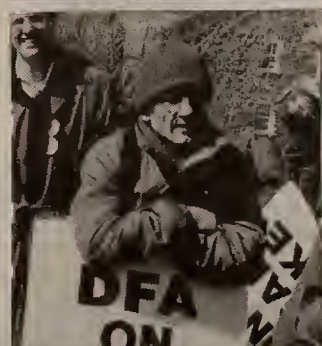
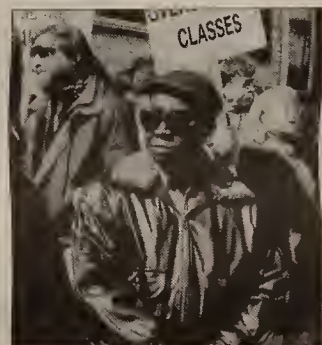
The faculty association indicated that some strong assurances and agreements about process were achieved regarding the complement issue. Features include the establishment of a joint DFA-board of governors committee to explore complement levels and methods for dealing with

complement; and the assurance that none of the early retirement positions in 1998 will be taken for complement reduction, at least until May 2000.

Ismet Urgusal, Dalhousie Faculty Association President, stated that the faculty was very strong and united throughout the strike. "In the end," she said, "we achieved a good agreement. We showed with utmost clarity that we do care about our university and the quality of education at Dal, and we are prepared to do whatever it takes, however painful, to get what is fair and correct."

The faculty association expressed its thanks to the many colleagues throughout Nova Scotia and from across the country who supported the DFA both before and during the strike. Academics showed their solidarity through financial help, messages of support, and companionship on the picket line. The students lent their support to the faculty as well. ■

Details about the agreement will be posted at the CAUT web site www.caut.ca and the DFA web site www.dfa.ns.ca as they become available.



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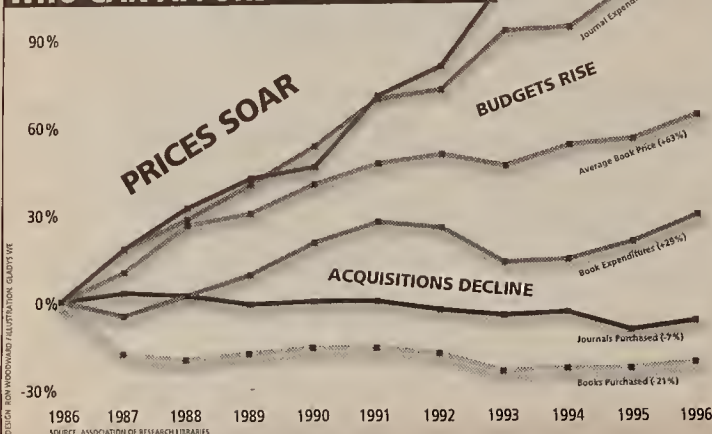
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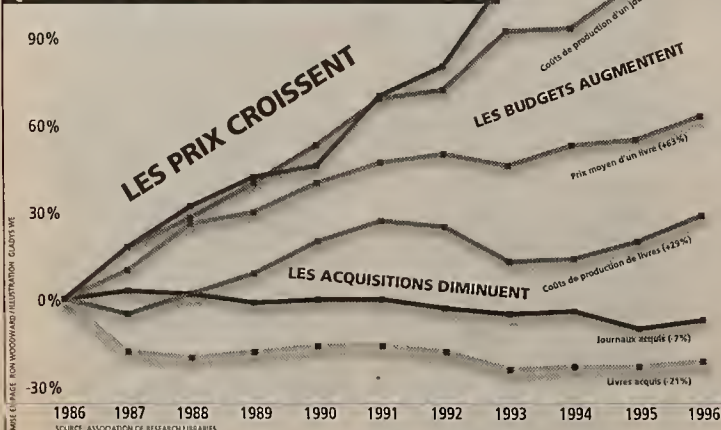
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T6G 2G6 or by fax to (403) 455-8760. The University of Alberta is committed to the principle of equity in employment. As an employer, we welcome diversity in the workplace and encourage applications from all qualified women and men, including Aboriginal people, persons with disabilities, and members of visible minorities.

BUSINESS ADMINISTRATION

UNIVERSITY OF WINDSOR - Faculty of Business Administration, Position in Finance: The Faculty of Business Administration invites applications for a nine-month limited term position in finance at the assistant professor level beginning August 15, 1998 and ending May 15, 1999. Candidates must preferably possess or be close to the completion of a doctorate in finance or economics (with a finance concentration), or have an MBA degree (with finance concentration). Applicants should have teaching experience and research interests in: 1) corporate finance, and 2) investments and portfolio management. Evidence of quality research in finance will be beneficial. Candidates must send a letter of application, a recent CV, copies of any publications and a statement of teaching and research interests, and must forward a letter of reference to be forwarded to: Dr. Norm Solomon, Dean, Faculty of

Business Administration, University of Windsor, Windsor, Ontario N9B 3P4. Complete applications including letters of reference must be received by May 15, 1998. The University of Windsor is committed to equity and diversity in the workplace and welcomes applications from Aboriginal people, persons with disabilities and members of visible minorities. Applications from women are particularly encouraged. In accordance with Canadian immigration standards, preference will be given to Canadian citizens and permanent residents of Canada.

UNIVERSITY OF WINDSOR - Faculty of Business Administration, Position in Accounting: The Faculty of Business Administration of the University of Windsor invites applications for a full-time, nine-month, limited term position in Accounting at the Assistant Professor level beginning August 15, 1998 and ending May 15, 1999. The duties of the position include: preparing, teaching and student assessment for its accounting courses and may require performance of some administrative duties for the Accounting area. The successful candidate will hold a professional Canadian accounting designation as well as an MBA degree or more preferably a PhD in a business related area. Evidence of effective teaching and research in accounting will be beneficial. Applicants must forward a letter of application, a recent curriculum vitae, transcripts of all undergraduate and

graduate academic records, a statement of teaching and research interests, teaching evaluations, if available, and arrange to have three letters of reference forwarded directly to: Dr. Norm Solomon, Chair, Faculty of Business Administration, University of Windsor, Windsor, Ontario N9B 3P4. Complete applications including letters of reference must be received by May 15, 1998. The University of Windsor is committed to equity and diversity in the workplace and welcomes applications from Aboriginal people, persons with disabilities and members of visible minorities. Applications from women are particularly encouraged. In accordance with Canadian immigration standards, preference will be given to Canadian citizens and permanent residents of Canada.

CARDIOLOGY

UNIVERSITY OF ALBERTA - Director of Cardiac Catheterization Laboratory, the Division of Cardiology, Department of Medicine at the University of Alberta and the University of Alberta Hospital is recruiting a Royal College certified or equivalent cardiologist for a geographic full-time position at the University of Alberta Hospital. The successful applicant will be an experienced interventional cardiologist, possibly with particular expertise in interventional procedures. A record of clinical or basic investigation is preferred and the appointment would be expected to occur at either associate or full professor rank. The Division of Cardiology at the University of Alberta currently includes 14 cardiologists of whom 9 are invasive cardiologists (four are interventionalists). The individual would direct a busy, well equipped and growing adult catheterization program which performs 3,000 angiograms, 800 PTCA each year and is an active participant in a variety of clinical investigational activities. Interested individuals should have excellent proven interpersonal, managerial and leadership skills. Given the excellent opportunities that exist for clinical and basic research in the context of support from the Alberta Heart Foundation for Medical Research and other agencies, this is an excellent opportunity for career development for the appropriate individual. In accordance with Canadian Immigration requirements, this advertisement is directed to Canadian citizens and permanent residents. If suitable Canadian citizens and permanent residents cannot be found, other individuals will be considered. Interested individuals are asked to forward a letter of application, curriculum vitae, and the name and addresses of three referees by April 30, 1998 to: Dr. Stephen Archer, Director, Division of Cardiology, University of Alberta, 202 W.M. Mackenzie Centre, Edmonton, Alberta, Canada, T6G 2B7. The University of Alberta is committed to the principle of equity in employment. As an employer, we welcome diversity in the workplace and encourage applications from all qualified women and men, including Aboriginal people, persons with disabilities, and members of visible minorities.

CELTIC STUDIES

ST. MICHAEL'S COLLEGE in the University of Toronto, invites applications for a tenure-track appointment, at the rank of Assistant Professor, to commence July 1, 1998. Candidates should possess a completed PhD and demonstrated excellence in teaching and research, and a commitment to interdisciplinary teaching, research and publications in the Modern History of the Celtic peoples. Teaching responsibilities will include courses in Modern Irish History, Literature and Politics in Ireland, Scotland, Wales, and Celtic Folklore and Music. In accordance with the University of Toronto's employment equity policy, St. Michael's College encourages applications from qualified women or men, members of visible minorities, Aboriginal people and persons with disabilities. Applicants should ask 3 referees to send letters of recommendation under separate cover to the address below. Applicants should also send a curriculum vitae, a teaching dossier, and a statement of teaching and research interests to: Professor Marie O'Neill-Karch, Acting Principal, St. Michael's College, 81 St. Mary Street, Toronto, Ontario, M5S 1A4. In accordance with Canadian immigration requirements, this advertisement is directed to Canadian citizens and permanent residents. Deadline: April 20, 1998.

search and publications in the Modern History of the Celtic peoples. Teaching responsibilities will include courses in Modern Irish History, Literature and Politics in Ireland, Scotland, Wales, and Celtic Folklore and Music. In accordance with the University of Toronto's employment equity policy, St. Michael's College encourages applications from qualified women or men, members of visible minorities, Aboriginal people and persons with disabilities. Applicants should ask 3 referees to send letters of recommendation under separate cover to the address below. Applicants should also send a curriculum vitae, a teaching dossier, and a statement of teaching and research interests to: Professor Marie O'Neill-Karch, Acting Principal, St. Michael's College, 81 St. Mary Street, Toronto, Ontario, M5S 1A4. In accordance with Canadian immigration requirements, this advertisement is directed to Canadian citizens and permanent residents. Deadline: April 20, 1998.

CHEMISTRY

UNIVERSITY OF ALBERTA - Department of Chemistry, Mass Spectrometry Service Laboratory. Applications are invited for the position of Faculty Service Officer to manage the operation of the Mass Spectrometry Laboratory in the Department of Chemistry to begin July 1, 1998. The Laboratory presently has a Micromass ZAB-Spec-000, three Kratos AEI MS50, and a Micromass VG 707E. Mass Spectrometry techniques available include: Electrospray, MALDI, SIMS, ESI, LCI, GC/MS and MS/MS. The successful applicant must have the experience, specialist knowledge, and communication skills to ensure that the instrumentation and software is maintained and, when necessary, modified to provide the best possible support for research within the Department, advise staff and students on the application of mass spectrometry to their research and assist them in the interpretation of data, keep abreast of developments in mass spectrometry, identify needs for new instrumentation and assist in the preparation of equipment grant applications. Minimum qualifications are a PhD in Chemistry along with relevant postdoctoral experience or working experience in mass spectrometry. In accordance with Canadian immigration requirements, this advertisement is directed to Canadian citizens and permanent residents. If suitable Canadian citizens and permanent residents cannot be found, other individuals will be considered. Applicants should submit a complete curriculum vitae by May 31, 1998 and arrange to have three confidential letters of recommendation sent on their behalf to: Professor Gary Horlick, Chair, Department of Chemistry, University of Alberta, Edmonton, Alberta, Canada, T6G 2G2. The University of Alberta is committed to the principle of equity in employment. As an employer, we welcome diversity in the workplace and encourage applications from all qualified women and men, including Aboriginal people, persons with disabilities, and members of visible minorities.

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CONCORDIA UNIVERSITY - The Department of Chemistry and Biochemistry, invites applications for a tenure-track position at the rank of Assistant Professor in Analytical Chemistry to commence July 1, 1998, pending budgetary approval. The successful applicant will have a PhD

as well as postdoctoral experience. Candidates will be expected to establish an active research program, as well as teach at both the graduate and undergraduate levels. Applications should include a curriculum vitae, a list of publications, a summary of research objectives and a detailed research proposal with start-up requirements. Candidates should arrange to have three letters of recommendation sent directly to the Chair. Applications should be addressed to: Prof. J.A. Carabianzo, Chair, Department of Chemistry and Biochemistry, Concordia University, 1455 de Maisonneuve Blvd., West, Montreal, Quebec H3G 1W8, Canada. Review of applications will commence April 1, 1998. In accordance with Canadian Immigration requirements, priority will be given to Canadian citizens and permanent residents of Canada. Concordia University is committed to Employment Equity, and encourages applications from women, Aboriginal people, visible minorities and disabled persons.

COMPUTER SCIENCE

UNIVERSITY OF SASKATCHEWAN - Department of Computer Science. Applications are invited for a one year term faculty position at the Assistant Professor level, to commence on July 1, 1998. There is some possibility that by the time of appointment or early in the year one term, a tenure track position may become available. The Department is interested in excellent candidates from all areas of computer science. However, preference will be given to candidates interested in applied research, in areas such as broadband telecommunications, database systems, and software engineering. In keeping with the Department's interdisciplinary perspective, we particularly encourage candidates whose interests cut across traditional boundaries. Applicants must have a PhD in computer science or equivalent. The University of Saskatchewan is a major West-Canadian University with a wide range of academic programs and approximately 15,000 full-time students. The Department of Computer Science offers professionally accredited undergraduate programs in Arts and Science, an information systems specialization in Commerce, and a "double degree" with Engineering. A new interdisciplinary "PhD Degree Specialization Certificate" has been created to allow students with a degree from any other discipline to flexibly fulfill the requirements for a second degree in Computer Science degree. The Department also offers graduate programs at the M.Sc. and PhD levels with approximately 80 students enrolled. The Department is home to a diverse collection of vigorous research programs, and was recently ranked #1 among Canadian Computer Science Departments in terms of average research output per publication, by the Institute for Scientific Information (ISI) in Philadelphia. For further information about the Department, see <http://www.usask.ca/cs>. Please direct applications or enquire to the Acting Head, Professor God McCalla, Department of Computer Science, University of Saskatchewan, Saskatoon, S8N 0W8, Canada; mcalla@usask.ca. Applications should include a curriculum vitae and the names and addresses of three referees, and will be accepted until the position is filled. This position has been deemed for advertising at the two-year level. Applications are invited from qualified individuals regardless of their immigration status. The University is committed to Employment Equity. Members of Design

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LABORATORY INSTRUCTOR/ COLLEGE PROFESSORS

Biology

Kelowna and Penticton Centres

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The Department of Biology in the Faculty of Science requires the following:

- Laboratory Instructor Penticton Centre** Competition No. 08FAC98(CB)
To prepare and teach laboratories, mainly at the first year level. The ability to teach labs in microbiology and/or a variety of plant or animal survey courses would be an asset.
Preferred qualifications are a M.Sc. and post-secondary teaching experience.
- College Professor Kelowna Centre** Competition No. 09FAC98(CB)
A Developmental Biologist is required to teach a second year course and an upper level course in Development. The successful candidate will be expected to teach an additional first or second year course. The ability to teach a second year course in Vertebrate Biology would be an asset.
- College Professor Kelowna Centre** Competition No. 10FAC98(CB)
A Microbiologist is required to teach a wide range of Microbiology courses to Biology degree students, Freshwater Science degree students and to Water Quality Technology diploma students.

Preferred qualification for these two positions is a Ph.D. Post-secondary teaching experience would be an asset. The successful candidate must demonstrate a commitment to research in his/her field.

The above three positions are continuing positions effective August 4, 1998. These three positions are subject to confirmation of funding.

- College Professor Kelowna Centre** Competition No. 11FAC98(CB)
To teach upper level Genetics courses, a second year course, and possibly a third year course in Development.
- College Professor Kelowna Centre** Competition No. 12FAC98(CB)
To teach upper level Microbiology courses to Biology degree students and to Freshwater Science degree students, and to teach a second year Microbiology course to Water Quality Technology diploma students.
- College Professor Kelowna Centre** Competition No. 13FAC98(CB)
To teach upper level courses in Population Biology and Entomology, and to teach a second year course in Invertebrate Biology.

Preferred qualification for all three positions is a Ph.D. Post-secondary teaching experience would be an asset. The successful candidates will be expected to teach their first and second year Biology courses.

The above three positions are replacement positions effective August 4, 1998 to April 30, 1999.

Salary and working conditions are governed by the Okanagan University College Faculty Association Collective Agreement. Placement on the salary scale is dependent upon qualifications and experience.

For inquiries of an academic nature, please contact Dr. Gary Mellor, Chair, Biology Department, at (250) 762-5445, Local 7554 or by fax at (250) 470-6004.

Please submit a curriculum vitae (quoting the appropriate competition number) and the names, addresses and telephone numbers of three referees by April 15, 1998 to: Employee Relations Division, Okanagan University College, 1000 K.L.O. Road, Kelowna, BC V1Y 4X8. Applications may also be faxed to: (250) 862-5475.

Okanagan University College wishes to thank all applicants for their interest. Only those applicants selected for further consideration will be contacted.

The Department of Pediatrics, University of British Columbia (UBC) and the Children's and Women's Health Centre for British Columbia have the following opportunities available:

CHILDREN'S & WOMEN'S HEALTH CENTRE OF BRITISH COLUMBIA

HEAD, DIVISION OF NEONATOLOGY

Within the Health Centre the 250 bed tertiary care Children's Hospital houses a 45 bed Neonatal Intensive Care Unit and the Women's Hospital houses a normal newborn and neonatal unit and a neonatal special care unit. The tertiary perinatal services coordinate all complicated deliveries in B.C. and provide infant transport.

The candidate will be expected to Head the Division of Neonatology, coordinate academic activities including teaching at all levels, and participate in patient care within the Division of Neonatology.

The appointment will be effective July 1, 1998. The position is subject to final budgetary approval.

UNIVERSITY OF BRITISH COLUMBIA

HEAD, DIVISION OF DEVELOPMENTAL PEDIATRICS

CHILDREN'S & WOMEN'S HEALTH CENTRE OF BRITISH COLUMBIA

MEDICAL DIRECTOR, CHILD DEVELOPMENT AND REHABILITATION PROGRAMS

Qualified candidates are required to fill two key leadership positions within the Child Development and Rehabilitation services. Head of the Division, Developmental Pediatrics and Program Medical Director, Child Development and Rehabilitation Sciences. Within a program co-management model, the Medical Director will be responsible for the delivery of quality patient services to children with developmental and rehabilitation needs. The Division Head will be primarily responsible for developing a strong academic division within the department of pediatrics. These challenging positions require individuals with interests and skills in developing collaborative relationships with physicians throughout the province in providing clinical support and continuing education. The successful candidates will have appropriate appointments with the University of British Columbia.

Applicants should have a strong background in clinical or basic research, excellent teaching and clinical skills and appropriate administrative experience. Salary will be commensurate with qualifications and experience.

It is expected that the successful incumbent would commence July 1, 1998.

In accordance with Canadian immigration requirements, priority will be given to Canadian citizens and permanent residents of Canada. The Hospital and University welcomes all qualified applicants especially women, Aboriginal people, visible minorities and persons with disabilities.

Please forward your curriculum vitae including four references by April 30, 1998, to: Dr. Judith G. Hall, MD, FRCP(C), FAAP, FRCMG, FARMG, Professor and Head, Department of Pediatrics, UBC and Children's and Women's Health Centre of British Columbia, 4500 Oak Street, Vancouver, B.C. V6H 3N1. Fax: (604) 875-2890; Email: jhall@wpog.childhospbc.ca.



STATUS OF
WOMEN
COMMITTEE

From top to bottom:

Jennifer Bankier
(Committee Chair)
Law, Dalhousie

Jeanette Lynes
English, Lakehead

Jennifer Mather
Psychology, Lethbridge

Linda Paul
Geography, Regina

Joan Scott
Women's Studies &
Biology, Memorial



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For information please contact SSHRC.

Deadline: June 15.

EDITOR'S INTRODUCTION

Fostering Women's Full Membership in the Academy

By Jennifer Mather

Gains for women in the university system are often seen in terms of numbers and, as Janice Drakich's article points out, the number of women in the professorate is growing steadily although we still cluster in the lower ranks. But numbers don't tell the whole story. Beyond them is a set of realities about the lives of women in the university that make them seem second class citizens in the jobs they do. The impetus for this collection came from a stream of presentations at the last CAUT Status of Women Committee conference that discussed the situation of itinerant, part-time and sessional instructors. It became apparent that we needed to further the discussion started there about what the women who had gained entry to the academy were actually able to accomplish and what the universities should be doing to make their lives better.

Equity is not just about opening doors and letting people in; equity is making the system equally favourable to everyone. Women are constrained from taking full advantage of the opportunities to be university professors because they don't fit the mold. The result is often what could be called second-class citizenship, and the cause is two social pressures. The first pressure is our tacit assumption that children and family are the obligation of women, and they must make sacrifices to care for their family. In one account, Bethia King describes the balancing act that goes on when she and her husband car-

ry on a dual-career marriage with their two children. In a second, Linda Paul shows how her part-time career means minimal rewards in terms of payment, status and continuity.

The second pressure that women have is to help others, to teach and be a support system rather than emphasize a research-based career. Joan Wierzbna points out how such a direction can be positive, how counselling others and doing occasional sessional teaching gives her a rich and varied life. Supplement associate editor, Jeanette Lynes writes feelingly about the tribulations of the academic nomad lifestyle she lived for years. Joan Scott points out how the ever-prized research is based on an assumption of full-time tenure-track status, and how not being such a person diminishes one's possibility of doing enough research to procure or continue the essential funding.

Dorothy Tovell ends the group of presentations on a thoughtful note, pointing out that what we do in the university could be described as selection from a buffet. She outlines the choices she has made from this buffet and notes that in the university system we really only value one selection. Echoing Linda Paul and Joan Scott, she suggests that we need to value and nurture more than this, that we need to foster the variety that is often embodied in the different choices that women in the university represent. ♀

(Jennifer Mather is a member of CAUT's Status of Women Committee and is an associate professor in the Department of Psychology and Neuroscience at the University of Lethbridge).

Les femmes veulent être membres à part entière de l'université

Par Jennifer Mather

Les gains des femmes au sein du système universitaire s'estiment souvent en chiffres. Ainsi, comme le souligne Janice Drakich dans son article, le nombre de femmes chez les professeurs augmente régulièrement bien qu'elles se concentrent toujours dans les rangs inférieurs. Les chiffres toutefois ne révèlent pas tout car, au-delà des statistiques, la réalité des femmes à l'université en fait souvent des citoyennes de deuxième ordre dans leur profession. La série de communications au dernier colloque du Comité du statut de la femme de l'ACPPU sur la situation des chargées de cours, des professeures à temps partiel et des professeures itinérantes a suggéré le thème du présent supplément. De toute évidence, il devenait nécessaire de poursuivre la discussion entamée au colloque sur ce que les femmes admises dans le monde universitaire pouvaient réellement accomplir et sur ce que les universités devraient faire pour améliorer leur vie.

L'équité ne se limite pas seulement à ouvrir des portes et à faire entrer les gens. Elle sert également à rendre le système également favorable à tous et à toutes. Les femmes sont forcées de ne pas profiter pleinement des perspectives qu'offrent la condition de professeurs d'université car elles ne correspondent pas à l'image traditionnelle. Il en résulte donc souvent une condition que l'on pourrait appeler celle des citoyennes de deuxième classe. La cause de cette situation découle de deux pressions sociales. D'abord, on présume tacitement que les enfants et la famille relèvent des femmes et qu'elles doivent faire des sacrifices pour prendre soin de leur famille. Sur cette question, Bethia King décrit les acrobaties que son mari et elles doivent faire pour s'occuper de leurs

deux enfants, chacun poursuivant également une carrière. Dans un second article, Linda Paul illustre comment une carrière à temps partiel lui amène peu de récompenses au point de vue du salaire, du statut et de la continuité.

La deuxième pression sociale que les femmes subissent est le fait qu'elles aident les autres, enseignent et sont un soutien au lieu de mettre l'accent sur une carrière axée sur la recherche. Joan Wierzbna explique comment cette orientation peut être positive, comment conseiller les autres et être chargée de cours à l'occasion peut enrichir sa vie et y mettre de la variété. Par contre, la rédactrice adjointe du supplément, Jeanette Lynes, décrit avec émotion les tribulations de la vie de nomade universitaire qu'elle a menée pendant de nombreuses années. Joan Scott souligne comment la recherche, toujours très prisée, est fondée sur la présomption du statut de la permanence et comment le fait de ne pas avoir ce statut diminue les possibilités de faire suffisamment de recherche pour continuer à recevoir le financement essentiel.

Dorothy Tovell termine la série d'articles sur une note portant à la réflexion. Elle compare ce que font les femmes à l'université aux choix offerts dans un buffet. Elle souligne ses choix à partir de ce buffet et fait remarquer que le système universitaire ne valorise réellement qu'un choix. Faisant écho à Linda Paul et à Joan Scott, elle laisse entendre que nous devons valoriser et nourrir plus qu'un choix, que nous devons encourager la variété qui exprime souvent les divers choix que font les femmes à l'université. ♀

(Jennifer Mather est membre du Comité du statut de la femme de l'ACPPU et professeure agrégée au département de psychologie et de science neurologique de l'Université de Lethbridge.)

Dilemmas & Solutions for Part-Timers

By Linda Joan Paul

Why do we have university mottos? Probably most universities have them, but do they mean anything? Who does the university serve — the community, the students, its staff or its own self-interest? I am sure when institutions of higher learning adopt mottos, they do so with good intentions. Do universities try to live up to their mottos or are they mere meaningless phrases, at least for some segments of the university community?

Since becoming a member of the CAUT Status of Women Committee two and a half years ago, I have communicated with many part-timers across the country. I have discovered that as a sessional instructor, I am not alone in the feelings of invisibility, frustration, of being used.

Women are disproportionately clumped at the bottom rung of university teaching ranks. While often close to half of women teachers are sessionals, still under 20 per cent of full-time women are full professors. (See the article by Janice Drakich). Most sessionals find themselves in positions with little if any security, very low pay, few if any benefits and basically no voice. They are the beneficiaries of a system which has for years, built up a series of employment actions which treat people differently. Part-timers and sessionals have unwittingly found themselves in the bottom of a two-tiered employment system.

Do part-timers know how to jump off the treadmill and come out on top or at least off the bottom rung? Although improvements come frustratingly slowly, for some it is possible in the far-off distance to see a looming mountain with footholds to climb to more tolerable employment conditions. How do we struggle up these toe-holds? What equipment do we need to help?

For a start, it is very difficult to define the part-timer or sessional. Not only the name of these positions vary greatly from one institution to another, but the employment conditions do as well. This group is an amorphous mass of varying needs and characteristics. [For instance, at Queen's, sessionals are called adjuncts, at the University of Regina, sessionals are divided into two tiers with newer, less-experienced sessionals entitled sessional lecturers, longer-term sessionals with more benefits called sessional instructors. At Windsor, the two terms are reversed for these two groups. Therefore I will put (A) after shorter term sessionals for the remainder of the paper and mark (B) after longer term sessionals with a higher ranking.]

Recently, CAUT has been trying to define the preliminary issues and learn more about part-timers' plights. In October of 1996, in the CAUT Status of Women Committee's national conference in Halifax, one of the three streams of topics was on part-timers. It gave part-timers one of the first opportunities to voice their concerns. In addition, the CAUT Collective Bargaining and Economic Benefits Committee was asked to examine existing CAUT policy and advise the executive on possible revisions. It presented a useful preliminary report on part-time faculty (February, 1997). CAUT now plans to set up an ad-hoc committee on part-timers to further increase knowledge about this area and hopefully to recommend ac-

tions, solutions and describe present situations of part-timers so that individual universities can, if they wish, improve part-timers' lots. This should help at least a little.

Secondly for improvements to occur, there has to exist a small, dedicated group of sessionals/part-timers who are brave enough, or frustrated enough to be willing to speak out and fight for better conditions. Being an activist can be debilitating, wearying, disappointing, endlessly frustrating. For conditions to improve, however, it is essential for this group to exist at the individual university level.

A third necessity is a small group of people within the "have" category also to care enough to fight for part-timers' rights. These people may know some "have nots," understand their experiences, realize these are wrong and be willing to try to better the situation. (I encourage "haves" to ask part-timers about their employment conditions.) Better still is the situation, as in the case of the University of Regina, where some of this category of fighters was dominant in the faculty association and were willing to question, inform and take the concerns to the negotiating table.

Fourthly, some administrators must be willing to internalize and care that their part-time staff are indeed contributing to the academic well-being of the institution and that their employment rights and needs should be met. If activists in all these categories are willing to try to keep chipping away at the block of ice of intransigence, an ice sculpture may gradually emerge that slowly and painfully develops into a visible profile of progress. Important to remember is that ice picks are sharp and can stab and draw blood. The wounds can be deep and painful. But rarely can designs of beauty be created without some scars and gashes. Ultimately, the beauty of the sculpture is worth the pain.

What then are the steps required? For a start, unionization is essential. Do part-timers/sessionals go it alone, join CUPE,

time staff is essential. Bargaining follows. Gains may come slowly. Once, after weeks of pre-bargaining committee work defining strategies, I discovered that none of our requests had been negotiated in the eventual contract. However, if one continues to chip away at the ice block, eventually outlines of the sculpture can be observed.

What should be the sculpture's form? Different institutions may see different outlines. Pay is a never-ending issue. Its most obvious aspect is increased salary. Sessionals tend to work at near poverty levels. If you teach a full load as I do (five courses per year), after 25 years of sessional work, I only receive \$22,100 per year. Besides salary scale, many other pay concerns exist. While their tenured colleagues obtain yearly standard of living increments plus possible merit increases, most sessionals receive increments only when new contracts are signed, often three to four years apart. In the 1996-1998 University of Regina contract, yearly increments were negotiated for sessional lecturers (A) and sessional instructors (B) — a major advance. On my wish list, merit increases also have a high priority. At the University of Windsor, salaries of sessional lecturers (B) are much higher and more secure. Three levels of this position are categorized, receiving respectively 80 per cent of the minimum salary of the lecturer, assistant and associate professor when teaching the required six courses (Article S.1). At Queen's, "adjuncts" (sessionals) may apply for promotion to assistant adjunct professor or associate adjunct professor using materials appropriate to their terms of appointment which are spelled out in their letters of appointment (Article 13.3.3).¹

Many benefits would cost the university no money. The right of first refusal is an absolute must. To its credit, this has been negotiated at the University of Regina, at least for sessional instructors (B) (clause 13.2.5).² At the University of Windsor, sessional lectur-

the voice to say anything that will offend.

Sessionals may know the frustration of having the course they were going to teach cancelled at the last moment. This happened to me once, twenty-four hours before I was to start teaching a class. Because they were planning to teach, they may not have searched for other jobs. Suddenly, they have none. No job, no money. Windsor has a clause in its last contract. For the less secure position of sessional instructor (A), "if a member accepts an appointment and that course is subsequently cancelled and no equivalent position is found...he/she shall receive fifteen per cent (15%) of the agreed salary" (\$4,12).

Many other benefits add little to university expenses. For years, I had no office. I arrived to teach with no place to hang my coat, park my books or sit and focus on the upcoming lecture or meet with students. For me that is something of the past, but not in all universities. Another strange situation exists if sessionals/part-timers cannot withdraw library books before the first day of class. How are they supposed to prepare? Use of university facilities like swimming and gym equipment costs the university little money but adds to the physical and psychological well-being of the part-timer/sessional. These benefits could be extended on a full-year basis if the part-timer teaches within that year.

Recognizing and appreciating staff should cost little or no money. Why is this so seldom done? Systematically thanking and recognizing the work of contractual and part-time staff should be built into the system. The faculty association has up-to-date lists of all sessionals. I assume the personnel department does as well. Why not make use of it? At the federated college where I am now teaching, there is an introductory wine and cheese party for all the staff each semester, including sessionals, providing an opportunity to get to know each other. It is appreciated. I recently watched my husband receive his 25-year pin (and pen) from the university. At the university, full-time staff receive recognition for five, 10, 15 and 20 years of service and so on. I have now taught for 25 years. But apparently "nobody" knows my name. A recent sessional instructor (B) retiree stated, "I didn't expect a dinner from the department, but I didn't even receive a card."

Where can ideas for better treatment of part-timers/sessionals lead? Why not a grandparent clause for sessionals, at least in the (B) category? If universities can hire people for years and consider them good enough to teach their students, surely instructors should be given opportunities to obtain full-time status, benefits and pay. Many sessionals/part-timers on contracts give their energy, time, and care to their students and employers. What they receive in return is often invisibility, poverty in paycheques and gross lack of concern from their academic employers.

The University of Regina, pushed by the faculty association, introduced the new category of sessional instructor (B) in 1990. This position recognizes long-time sessional lecturers who obtain most of their income from university teaching. They receive a "higher" salary [about \$600.00 per course than sessional lecturers (A) do] and some pro-rated benefits — primarily a pension. During the contract period, sessional instruc-

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join the main faculty association? Perhaps some roadways will be blocked, others more easily followed. If possible, full-time and part-time faculty should be in the same union, preventing one faction from becoming pitted against another, thus hopefully making gains for all.

Before progress can be made, education and research is mandatory. This should not come as a surprise in research-oriented academia. Early on I joined a pre-bargaining unit of the faculty association of sessionals; I surveyed them to ascertain their conditions and their needs.

Once concerns are detailed, they must be communicated to the broader faculty. Consciousness-raising among both part and full-

ers (B) are appointed for an eight-month period and carry out teaching duties as their principal function [55.01(b)].³ Their security is negotiated and they will "... be reappointed from year to year as sessional lecturers until the member has retired, quit, been dismissed for just cause or been laid off ... [57.01(d)]." At the University of Windsor, sessional instructors (A) "... who have taught the same or similar courses six (6) or more times as a sessional instructor (A) ... shall be considered preferred applicants for that course [54.06(b)]. Sessional lecturers (B) are treated like full-time faculty and receive their teaching assignments no later than January 31 of each year [55.03(a)]." Without continuing appointments, sessionals/part-timers lack

Why Sessional Teaching Works for Me

By Joan Wierzbna

I enjoy sessional teaching and I seek out opportunities to do it! It is a niche which satisfies me and meets my needs. To explain why I feel this way, permit me to go back to a long time ago, to when I received my masters degree in 1973. It was a master's in social work (Columbia University, M.S.S.W.). I made a conscious choice at that time not to pursue further graduate studies. A PhD (or equivalent D.S.W.) degree would have made me overqualified for too many jobs other than university teaching. Many social organizations, community colleges, and public agencies were (and still are) seeking masters level staff, and do not have the available funding to hire more educated (= higher priced) staff.

The flexibility of the masters meant that I was considered employable for many interesting areas of work. Doors were opened to work in child protection, in a shelter for alcoholic and psychotic women, in a family agency... I provided front line counselling, supervision to students, taught behavioural

sciences in a medical school, and ran my own private practice. These full-time, demanding positions kept me happily occupied, with occasional sessional teaching as a novelty, for twenty-odd years until middle age struck.

At that point, as I was stressed and with burnout looming on the horizon, it was time for a change of life (in more ways than one). I was fortunate to be able to cur to half-time work (subsequently, for eight months a year), as counsellor on staff for the University of Lethbridge's Employee Assistance Program, to provide counselling services to faculty and staff and their families. Eight-month half-time work (one-third time, on a yearly basis) means significantly less income, but for me, better quality of life. Time to regenerate, time to do short term volunteer work in developing countries, time to travel.

Throughout the years I taught occasionally, for the University of Calgary faculty of social work program based at the University of Lethbridge, and for the University of Lethbridge faculty of education and the department of sociology. Once "semi-retired," I had the time and energy to teach more regularly,

for the department of psychology. Thus I have the stimulation of teaching, without what would be for me a downside: ongoing research and publishing, committee work, and other stressful expectations.

The only downside that I experience as a sessional is a feeling of isolation from the department in which I am teaching (at whatever point in time). As a sessional, I can't keep up with department news, so my students are sometimes ahead of me in this area. I have never felt that students are less receptive to what and how I teach because I am a sessional and not a tenured faculty member. None has ever given me reason to believe that this is an issue for them.

The variety in my work provides a balance that is invigorating. I work for several hours with one or two people at a time in a closed and confined space, talking about seriously, sometimes life threatening, issues. Then I enter a classroom filled with young counsellors-to-be, their eagerness and optimism brimming over. I am able to integrate what I do and what I teach, each nurturing and stimulating the other. Because I teach, I am "forced"

to keep my counselling skills upgraded and honed. Because I am a counsellor, I am "forced" to keep my skills relevant for my clients. What I learn in one area I share in the other.

Each semester passes quickly, as one group of eager students moves on to other courses. There is breathing room, time to regenerate before the next group enters the classroom. The time to regenerate is aided by the sessional stipend, which is "extra" money to be used in travel to wonderful places that I would not be able to afford otherwise, keeping my spirit alive. So, as you see, sessional teaching works for me.

I can see only advantages to the university continuing to maintain sessionals on staff. There is a pool of professionals in various walks of life who can share their knowledge and experience with students on a part-time basis, but would be unavailable to do so on a full-time basis. To eliminate sessionals would mean eliminating this resource for students. ♀

Joan Wierzbna is Coordinator of the Employee Assistance Program and a sessional instructor in the Department of Psychology and Neuroscience at the University of Lethbridge.

Outside the Loop & Doing Research

By Joan Scott

As psychologist Rachel Rosenfeld (1984) notes, those with a tenure track position have access to collegial contacts and resources which permit research, which is the touchstone of our careers. Although the quality of one's teaching has some career value, "merit is judged primarily by one's scholarly output."

Possessed as we are by our own research, we give little attention to the overall structure which determines the on-going research process. Critiques are often based on the size of individual grants, ours or our colleagues. We do not always remember that we are serving in a system where there are not only big differences between what is possible at different granting levels, but also that there are deep chasms between the possibilities offered by different positions and types of career paths.

For people with regular positions and following the single standard career path, i.e., the "pre-ordained" career route, research is possible, but how do those outside of regular positions do research? The short answer, across all the disciplines but especially in the sciences, where big budgets and departmental resources are often crucial, is — only with great difficulty.

Who are today's sessionals, part-timers and temporary faculty? Although this group has changed somewhat as opportunities for those with PhDs have dried up, it is still a reservoir of types of people who are under-represented in regular positions. They are also the under-rewarded faculty, as they have little access to grants, and to the invaluable departmental resources we often tie to the grants. (See the article by Linda Paul).

The following analysis is based on some of the findings of a qualitative study of career practices. Some informants had been in non-regular positions. Here I will identify the departmental research resources, show

how funded faculty who usually have regular positions, were often rewarded with enhanced access to those resources. Lastly I will make a case for a more overtly democratic distribution of the grants and departmental resources. Research resources include research space and time, good graduate students and technicians, facilities and, institutional and departmental collegiality or goodwill.

Anyone familiar with the territory will know about the high demand for research space and facilities. Facilities and equipment are sometimes present but for various reasons not widely available within a department. An up to date list of what is available within departments should be routinely available. It is even possible for equipment bought on grants to become so much the private property of the grantee as to be located at their home address. If a person has very many students, course topics well away from their research interests, frequent course changes, a preponderance of early year courses where they are unlikely to form promising relationships with future graduate students, and dead-end departmental administrative work, all of which are characteristic of the work of sessionals, then research time is severely curtailed.

Good quality graduate students and technicians advance the research without taking up much faculty time, while those available to sessionals, if any, will be of poorer quality. Colleague acceptance was also a central resource. There were references to withholding of important information, difficulties and even hostility, which increased the problems for people who, for whatever reason were low in the hierarchy. During one interview, I observed that Barbara McClintock, the Nobel Prize winner, had little funding and the informant commented, that's true. What she lacked in material sources she's certainly made up with by a superior intellect, but most of us would have difficulty, and the question is, what would Barbara McClintock

have contributed if, one, she had been accepted by her scientific peers, and two, if she had access to good research funding, and I think that is the critical thing here.

The study showed that grant money was paramount, and not only for itself but because it gave access to other resources. Getting a good grant was responded to by departments with grant-driven distribution of the resources they controlled, in proportion to grant size. This coin had two sides. It meant preference for those in regular positions, and the relative withholding of resources from those with no or low grants, who likely include the sessionals and part-timers. It brought formal and informal pressures to bear on those who are relatively unfunded. This often results in gaps in research records, which are read by administrators as a lack of career commitment, then used to justify further withholding of resources. These practices, especially in times of retrenchment, converted temporary problems into virtually permanent career damage.

This makes visible a very competitive hierarchical system. Those in regular positions, in general, can succeed, although there may be a very high cost. Those in other positions, again in general, also struggle, but for them the high cost often includes being made into failures.

Invaluable departmental research resources are often distributed in direct proportion to grant size. At the heart of this is the valuing of only the one standard career path. That may be the biggest element of the bind that the system is trapped in today. It may be the key practice which, in spite of all efforts to the contrary, reproduces the existing pattern of the workforce, and some would say limits the strength of the science carried out. Many researchers with different priorities have in fact shaped alternative career paths for themselves, but it has meant foregoing the rewards of research.

We can address this within departments by valuing and respecting the different career paths of our colleagues and by practicing that egalitarian approach. We can also address this by asking for research resource distribution practices which are public and transparent to everyone. Faculty could start by supporting the existence of an up-to-date inventory of departmental research resources which is routinely and openly available. Some may already exist.

We should address this for several reasons. To begin with, the equal valuing of many alternative standards for successful academic careers would allow for the possibility of a more reasonably balanced life for any on the single successful career path who now do not rejoice in forced donations of unreasonable amounts of time to what is, after all, only one part of life (See Bethia King's discussion of this balance). A reconceptualization away from the one career path, and towards a range of careers would reduce some of the current pressures which arise at all universities in Canada. It would also challenge us to find how to distribute more fairly rewards in the form of research resources for people in non-regular positions and on alternative career paths. I imagine that this will invite opprobrium and will be seen as supporting the "Mommy" track. However, the model I support is much more challenging, complex and rewarding than that one.

Another important reason is that embracing a variety of career paths would increase access to research resources for a wider variety of people. Objectivity in research suffers when the only brand of objectivity that science rests on is that of older white men, largely of the same social class. Better research would result from the different objectivities of a wider range of people, and would soon result in an increase in the number of women, handicapped and non-Western people.

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On the Road (Again): Reflections on the Itinerant Academic Life

By Jeanette Lynes

Academic itinerancy, also known as constantly packing one's life and career into a briefcase or u-haul, can take various forms. Each type of itinerancy comes with its own set of challenges, although these are all, ultimately, interrelated.

The local itinerant is someone who commutes from institution to institution within a large urban area and teaches one or more courses at several universities and/or colleges. The regional itinerant travels from workplace to workplace within, say, the Atlantic provinces, perhaps teaching on a one-year contract somewhere in Nova Scotia, then for a year in New Brunswick, and so on, but remaining within the region. The national itinerant might teach courses in B.C. one year, P.E.I. the next with, perhaps, summer teaching somewhere in between. The international itinerant teaches for several years in Japan, Korea, Singapore, New Zealand or the U.S. and then tries to secure more permanent employment back in Canada if their contract abroad runs out or, if they decide, for whatever reason, to return home. Some academics, of course, remain abroad and are happy doing so.

These are not the only patterns, but certainly they have been the recurring ones I have observed during and after my own national and international itinerancy in the 1980s. I realize, too, that my observations above are predicated on the assumption that there are jobs to go to, which may not always be the case. My comments here reflect largely an 'eighties experience' since, after 1992, I became employed in a tenure-stream position. There are probably aspects of itinerancy during the nineties of which I am not aware; other contributors to this *Supplement* are in a better position to reflect on these. Beyond that, the next century's move towards internet courses and distance education will undoubtedly create new scenarios for academic life.

I have met, and still encounter, many female and male academics who have experienced one or more of the above-mentioned types of itinerancy; it seems safe to say that for most, the itinerant life is problematic, or at least only desirable as a short-term solution to employment. For instance, itinerancy can work for new PhD's attempting to establish themselves in a tight job market, but again, only for a restricted time period. Of course, some academics teach on a contract basis for their entire careers.

The most obvious problems attached to the nomadic academic life are so familiar, they hardly need to be elaborated on in depth here: lack of job security, benefits, professional support, work space and equipment, marginalization within the institution, lack of almost everything. And few people, especially itinerants, need to be reminded that a relatively inexpensive labour force is highly attractive to university or college administrations. The exploitation factor is commented on extensively elsewhere in this *supplement*, so I will focus my attention instead on some professional and personal implications surrounding the types of itinerancy already outlined, as they pertain particularly to the pro-

fessional experiences of women. Some of these experiences are my own, others I have observed. I do not claim to speak for all women since, as already suggested, there are many permutations to life outside the tenure track and further, women's experiences vary according to age, ethnicity, academic discipline, sexual orientation and a number of other factors.

The most frequent remark I encountered during my itinerant period (1985-92) was, "my, you really get around." I was never really sure if this was a criticism, a compliment, or simply a neutral observation. Whatever the intent of this remark might have been, I frequently experienced it as something vaguely shameful, and experienced myself as a failure who could not get a 'real' job. I did not discover until later that I was part of a whole generation of nomadic scholar-teachers, both men and women. At the time, I felt very isolated. Of course I encountered other "sessionals" like myself, especially at University of British Columbia, but in other situations, almost all other faculty were either tenured or in tenure-track positions. This was also before e-mail; having e-mail might have mitigated my sense of isolation, to some extent.

I found the experience of itinerancy quite corrosive to my self-esteem. The words "she gets around" haunted me for a long time, a kind of academic Scarlet Letter. I naively believed, or perhaps was conditioned to believe, that one got a doctorate, got a job and lived happily ever after. Looking at my C.V. now, I can see why someone might comment on my nomadic professional life. From 1985 to 1991, I taught at eight different institutions, in positions ranging from part-time to full-time "with the possibility of conversion to tenure-track." I held positions in Canada and the U.S., and had drivers' licenses from Alberta, British Columbia, New Brunswick, Missouri and Ontario. I only taught summer sessions in Newfound-

land, so was not there long enough to obtain a license to add to my collection. My partner moved from place to place with me, and put his own academic career second in order to support mine; he was often more marginalized than I was.

Obviously, then, the itinerant life was disruptive and disorienting. It was also just plain confusing; there were so many ways to frame the experience that a sort of identity crisis ensued. Who was I? A loser or a brave adventurer, a spunky career woman? My emotions ran the gamut from anger and pity to the relief and gratitude attached to having (albeit underpaid) employment at all. Most often, I acted out what is probably a typically female pattern of self-blame, a sense that perhaps I had got what I deserved (ie., non-tenure-track positions). It didn't occur to me at the time that: a) the academic job market was glutted with specialists in my area; and b) that other people had applied for contractual positions that I had filled.

Itinerancy was exhausting. Each appointment was like an ongoing job interview or a test, especially in situations where there was some possibility of job renewal. Each department had its own complex politics and insitutional history. I often felt lost in a minefield. There were always new courses to work up, often at the last minute, and research productivity to sustain, plus all the correspondence around job applications. I never saved any money, and spent quite a bit on interview outfits. I once spent four days in St. John's looking for a pair of navy shoes in size 9 1/2. These things did not seem trivial at the time.

As an itinerant scholar-teacher, my learning curve was a slow one because of the discontinuity of my life and because much of my energy was absorbed in simply trying to survive from one year to the next. This lifestyle did not provide much opportunity for self-reflection. I can only now, in retrospect and from the perspective of a tenured associate professor, see the more positive aspects of the nomadic period of my professional life. At least three such aspects can be identified.

First, it was during the itinerant period that I developed a feminist consciousness. As already mentioned, both men and women were working under similar nomadic conditions, but I began to see that contractual work had particular pitfalls for women. In one situation, I should have filed a sexual harassment complaint, but I felt too disempowered and fearful of the consequences to do so. I was frequently 'othered' because I was not a mother or 'faculty wife'. Moving from one institution to another showed me how

moralized even to recognize or appreciate when someone was advocating for me. I got better at appreciating professional generosity, and I see now that some tenured colleagues at the institutions where I worked supported me in numerous ways: colleagues who published journals gave me review books or passed along other writing opportunities and professional information; they wrote reference letters for me; they sometimes apprised me of departmental politics; they helped me expand my pool of professional contacts; they shared course outlines and other teaching information, they brought me home for dinner, and so on. Some of these academics are still valued colleagues today, and I would not have met them if I had not been 'on the road'.

Third, working at such a wide variety of schools gave me a broad basis for comparison, which, to this day proves to be interesting and useful. For example, the experience of teaching at a completely non-unionized, American college illuminated many aspects of academic life in Canada. Being exposed to all sorts of departmental dynamics and politics sometimes makes it easier to decode what is going on in certain institutional situations. I saw the struggles of women academics played out again and again, and seeing the bigger picture gave me a greater sense of the need for political agency and the need for advocacy among female academics. I began to feel less alone.

After seven years of itinerant academic life culminating in two years of teaching in the U.S., I returned home to Canada. I am still trying to cope with the many challenges facing a dual-career-distance-couple, but in many ways, I have been fortunate. My department at Lakehead has been supportive, and I have quite a bit of flexibility in terms of what I teach. I suspect that many other itinerant female academics and/or women contract workers would have a difficult time citing as many advantages to their situations.

While we were preparing this year's *supplement*, a number of women who teach on limited contracts were approached and asked to write about their experiences. One woman, a "local itinerant," wrote a very candid piece and then withdrew it. I am still haunted by our telephone conversation. She withdrew her piece because she was "terrified" of the political backlash printing it might have for her vulnerable position. "You tenured women have to speak for us," she said. I do not like the idea of speaking "for" someone; it smacks of colonizing discourse, to me. But the fact that there are probably many other women contract workers who are "terrorized" into silence needs to be acknowledged. I doubt that her situation is anomalous.

My conversation with this woman suggests that, of the types of itinerancy I have outlined, the "local itinerant" may face the most acute challenges. These professionals are not really itinerant at all, in the sense that they are rooted in one place, often for family reasons — but they are "itinerant" in the sense that they exist from one teaching contract to another. They constitute an exploitable, captive labour force. Their own

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few women occupied tenured positions, (See statistics by Janice Drakich) and how these women were themselves isolated, even when they appeared to enjoy a certain amount of privilege. Even though much of what I saw was depressing, I would still cite a heightened awareness of gender inequity as a positive aspect of my experience, paradoxical as that might sound.

While I encountered some unpleasant and even nasty treatment, I also experienced genuine advocacy while 'on the road'. Thus, I would cite advocacy and, related to it, networking opportunities as a second advantage of my itinerant experience. I probably did not utilize these opportunities as much as I should have because I frequently felt too de-

Challenges for Dual-Career Couples

By Bethia King

My husband and I have tenure-track positions in the same department. I got my position in 1989 and am tenured, and Rich started a tenure-track position in 1995. I got my PhD in 1987; my husband, Rich, got his in 1985. We had the same PhD advisor but quite different research programs (parasitoid wasp sex ratio versus snake color pattern polymorphism, evolution and influence of genes and hormones on morphology and behavior). We have few collaborations with each other. Whether we were independent came up when Rich applied here.

Since being competitive for jobs with a research component requires continuous publication productivity, we mostly lived on one income at a time, so that the tag-along one of us could continue doing research. (We learned not to tell people that one of us was working full time for no pay, as this seems ludicrous to many people.) We took turns moving to accommodate the other one's career, choosing job options on the basis of what would maximize both our opportunities to do research. We tried to appreciate the moving sacrifices that we made for each other. The person with a paying position and with lab space made accommodations for the other in the lab that s/he was in. We spent a semester and then later a year apart. There were some end-of-one-position-and-no-prospect-of-another parties, but something always came through.

When I took the tenure-track position here, I was told that splitting the job was out of the question. Using part of my start-up money for equipment for Rich was permissible. Rich made his wants clear to the chair and/or appropriate committee and was very persistent. Applying for, and especially getting, grants, definitely helped as it meant more overhead money for the department. He was eventually given an office and later a lab. He did occasional part-time teaching in the department and through continuing education, but primarily focused on research. He had graduate students before he got a tenure-track position. There was parental concern that Rich not having a "real" job and relying on my income might hurt Rich's male ego, but it didn't. Well, at least no more than it would have hurt mine if the situation were reversed.

Two people in the ecology-evolution section of our department left within five years of our moving here. Rich applied for both openings, and got the second. That Rich was already here helped his chances with some faculty and hurt his chances with others. People knew he was not a jerk, but on the other hand he was already here. Rich's being cheap to interview meant they had money to interview a record number of candidates and so upped Rich's competition. It is certain that Rich would not have gotten the job if he had not been competitive, with a solid publication record and a quarter of a million dollar National Science Foundation grant. Some

faculty felt that keeping me was an additional reason for hiring Rich, whereas others felt that this was a totally inappropriate consideration. Reportedly our affirmative action people had okayed this as a consideration. These job searches were extremely stressful on us.

At my first job interview (not here at NIU), the first question I was asked by the search committee was, "What will you do if your husband moves to California?" The question is not permissible and they had been told ahead of time not to ask it, but they did anyway, much to the chair's obvious embarrassment. I was also asked about teaching a Women in Science course, which I didn't see the need for until after this and subsequent experiences. A faculty member once told me that I was hired for my position because I am female. If this was intended as joking, it was not clear and it was not in such a context. Someone who had been on the search committee told me that gender was not a consideration. In a more recent search, the faculty voted against gender being a consideration.

I was well qualified for tenure by the time we had our first child, which reduced stress. Our second child's arrival coincided with Rich starting his tenure-track job here and with one faculty member being vocally unhappy about the job search, which was very stressful. I biked to work up to the day of delivery with both pregnancies. I did not take any maternity leave. In hindsight, I regret not

having taken time off after the birth of our second child. Our department has a policy that kids may not be cared for in the lab, for safety reasons, though they are allowed visits. Infant care in my office did not work as it disturbed a colleague. Working at home worked okay. Our children have been in daycare, one since 7 months and the other since 4 months, though half-time initially. Earlier would have been tough as breastfed infants nurse frequently (sometimes every 2 hours or more). We refer to and think of their daycare as "school," not as babysitting. Per semester here, it's 75-80% of the cost of instate undergraduate tuition and fees. Full time fees here are: \$130/week for infant/toddlers, \$107.50/week for preschool. Full time is cheaper per hour than is part time. Openings in good daycare programs are in high demand and you may need to get on a waiting list even before your child is born. We are happy with our university's childcare programs. Our kids love it and it provides us with a sense of community with other parents, and a chance to see that our children's monster behaviors are age appropriate, just part of normal development.

My impression from scanning the literature and our own experience is that good daycare is not bad for kids emotionally or intellectually and has some pluses, including parental sanity — which makes for better parenting. Being in daycare as an infant seems to provide an intellectual head start and to

Continues on Page 11 ►

Selections from a Buffet Table

By Dorothy Tovell

I have made the happy discovery, over the past seven years, that one can custom design an academic career to a greater extent than I had previously thought possible. It's a little like finding out that one isn't limited to ordering from a menu in a restaurant; there is a buffet table as well.

When I completed a PhD and three years of postdoctoral work in biochemistry, I could only imagine doing one of two things at a university — becoming either a faculty member or a research associate. I enjoyed being part of the academic community, but I did not want to make the commitment of time and energy necessary for a successful career in the tenure stream. I chose, therefore, to become a research associate as a way of using my knowledge and training in biochemistry at an academic institution. That was a good choice for me at that time. After about twenty years, however, I realized that I no longer had the intense personal curiosity about the biochemistry of viruses that I needed for fulfilling work in research within the boundaries of that discipline. Upon resigning from my full time position as a research associate, I was again faced with finding work which was rewarding emotionally, intellectually and financially. I still believed that academia was where I wanted to be, so I began acquiring a number of part-time positions at the University of Alberta. I had been afraid that I had no transferable skills or knowledge; I was pleased to discover that a

PhD in biochemistry and many years as a research associate provided credentials and expertise I could employ elsewhere on campus. I find now, with the work I do, that I can be a generalist; I go beyond the boundaries of any one discipline to apply my training, skills and interests to tasks within several disciplines.

My work has changed from time to time over the past seven years. This year, I am teaching two courses in women's studies as a sessional instructor, an introductory course and one called Women and Science. I spend part of each day in a research group in the department of medical microbiology and Immunology preparing research reports, assisting with grant proposals and doing administrative tasks where my scientific knowledge is needed. I am the research and development co-ordinator of WISEST (Women in Scholarship, Engineering, Science and Technology), a committee of the vice-president (research and external affairs) which has a mandate to increase the number of women wherever they are under-represented at the University of Alberta. In this role I am responsible for obtaining research and program funding, carrying out research projects and advising the part-time staff who coordinate our programs of conferences and summer jobs for young women interested in the sciences and engineering.

To return to the image of a buffet table, one might, by making selections from a number of dishes independently of each other, end up with an unbalanced meal of items that are not compatible, or alternately with a

meal that is indistinguishable from one planned and prepared by a well trained and experienced chef. For someone who doesn't like vegetables, this lack of balance may be the real advantage of the buffet table. Likewise for someone who much prefers teaching to research, it might be possible to teach in enough positions across campus to make up full-time work. I accepted positions solely because I thought the work would be interesting, and I was surprised to realize that they encompass administration, research and teaching — a mix of responsibilities similar to what is expected of a full-time academic. Furthermore, what I do in each of my roles is related to and facilitates my work in the others. For example, being present in a laboratory setting, remaining connected with science and science students, helps me in my teaching in women's studies and work with WISEST. It also means I am available to female students in the lab and can use my understanding of feminist theory, which deepens and becomes more refined as I continue to teach in women's studies, to help in understanding their experiences.

I am in no way suggesting that life as a traditional full-time academic does not allow choices. Just as one can select an item on the menu but ask for a replacement vegetable or make a choice of soup or salad or add a side dish, a faculty member can have a joint appointment, teach in more than one department, or be involved in multi- or interdisciplinary research. The major difference may not be what gets onto the plate, but who de-

cides. Is it institutional policy and procedure or the individual's own preferences? Another major difference between buffet and menu meals is the value accorded to the individual items on the plate. Meals on the menu in most Canadian restaurants are listed in terms of the meat or fish, with vegetables being accompaniments. We now do refer to vegetarian dishes rather than meatless, but the message is much the same: we don't stress the specific vegetable as much as the absence of meat. Similarly, the constituents of an academic career are research, teaching and administration, but research is usually the most highly valued by the institution, in the way that meat is the focus of a meal (See article by Joan Scott). When one chooses to assemble one's work oneself, no one role is as likely to predominate.

Working at the University of Alberta has been good for me because it is large enough that I can have a number of positions at the same institution. There really is a rich choice at the buffet table! The major difficulty I have encountered is that the institution doesn't seem to recognize that it has a buffet table, or perhaps simply does not acknowledge those who choose to avail themselves of it. Although I work full time I don't fit into any category except part-time, so I am not eligible for participation in a pension plan or benefits package. The card I was issued entitling me to use the physical education centre lists me as a member of the outside community. It annoys me that my presence at the

Continues on Page 10 ►

A Profile of Women Faculty in Canada: Rank, Discipline & Age 1957-1994

By Janice Drakich & Penni Stewart

Since 1989 we have been conducting research on the status of women in Ontario universities focussing on the extent of their progress in the eighties and nineties resulting from employment equity initiatives. In the last few years, with the support of a SSHRC grant, we have extended our research to full-time women faculty in Canadian universities since the 1950s. In this research note we present a brief overview of findings from an analysis of Statistics Canada's surveys of full-time faculty. A more detailed version of this analysis and additional relevant data will appear in a forthcoming issue of *Education Quarterly Review* by Michael Ornstein and the authors.

We examine rank, discipline, and age at appointment and promotion to address some longstanding questions and presumptions that have guided Canadian thinking about the processes of promotion and tenure for women faculty. A commonplace assumption of feminist researchers, guided by American data, is that women faculty fail to do as well as their male counterparts (Paula Caplan, 1993, p. 179). Data from a number of studies documenting women's lack of progress notes, that "even where hiring of women is on the increase ... the overall rates at which they get promotion and tenure are actually declining." Our findings suggest a somewhat different and more positive pattern. Over the thirty-seven year span of our data, as women have entered the university in greater numbers, the career path of women is now more like their male colleagues, whether this finding reflects women's own career-related behaviour or the organizational culture of the university remains to be explored. Discrimination in recruitment, salary structures, and promotion is still present in Canadian universities but their impact may have declined.

Table 1 provides a basic description of the academic population of women by rank for four decades from the mid 1950s through to the mid 1990s. The table shows clearly how women have been integrated into the ranks of the professoriate. The proportion of women associate and full professors steadily increases from 29.4 per cent in 1957 to 56.6 per cent in 1994. Women have made significant advances into the rank of associate professor (from only 18.7 per cent of women in 1957 to 37.5 per cent in 1994). At the more junior rank of assistant professor, women's representation is more stable. Through the four decades, about one-third of women faculty are assistant professors. For men faculty, however, the picture is somewhat different. Largely due to the non-replacement of faculty and the aging of male faculty, men's representation in the assistant rank decreases from 26 per cent in 1957 to 15.9 per cent in 1994 while the associate and full professor ranks increase from 53.9 per cent in 1957 to 81.6 per cent in 1994. The proportion of women in ranks below assistant professor steadily falls after 1965 from a startlingly high 45.8 per cent to 9.4 per cent in 1994. The proportion of men in these ranks also falls from 20.2 per cent in 1957 to 2.5 per cent in 1994.

TABLE 1
PERCENTAGE OF WOMEN BY RANK AND YEAR

WOMEN BY RANK	1957	1960	1965	1970	1973	1982	1988	1994
Lower Ranks	36.5	39.7	45.8	38.6	28.4	18.6	15.3	9.4
Assistant Professor	34.2	31.7	32.5	39.5	41.1	34.1	35.3	34.0
Associate Professor	18.7	19.5	15.2	16.6	23.1	35.5	35.1	37.5
Full Professor	10.7	9.1	6.5	5.3	7.1	11.7	14.4	19.1
TOTAL	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

PERCENTAGE OF MEN BY RANK AND YEAR

MEN BY RANK	1957	1960	1965	1970	1973	1982	1988	1994
Lower Ranks	20.2	19.3	19.4	14.5	9.8	5.6	4.8	2.5
Assistant Professor	26.0	30.5	33.6	36.0	32.5	17.3	17.2	15.9
Associate Professor	23.0	23.1	25.1	27.7	32.7	39.3	35.9	34.4
Full Professor	30.9	27.1	21.9	21.8	24.9	37.8	42.0	47.2
TOTAL	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

TABLE 2
PERCENTAGE OF WOMEN BY MAIN SUBJECT TAUGHT AND YEAR

DISCIPLINE	1957	1960	1965	1970	1973	1982	1988	1994
Education	25.6	28.7	25.9	20.1	20.8	23.9	27.8	33.5
Fine Arts	20.0	15.2	14.0	14.6	18.4	21.7	24.2	30.8
Humanities	10.3	10.8	16.0	16.9	16.0	18.5	22.4	28.7
Social Science	9.0	8.4	8.6	9.3	10.1	13.9	17.7	23.4
Agriculture & Bio. Sc.	15.8	18.9	17.0	15.9	15.4	15.4	16.9	20.7
Engineering & App. Sc.	0.4	0.9	0.7	0.6	0.7	1.5	2.5	5.4
Health Professions	25.2	23.4	27.2	20.9	20.1	21.9	24.3	28.9
Mathematics & Phy. Sc.	3.1	3.9	4.6	4.4	3.7	4.5	5.8	8.6
Overall	10.8	11.4	12.7	12.8	12.7	15.2	18.0	22.7
TOTAL NUMBER	4,864	6,437	12,062	24,600	27,112	31,228	35,291	36,362

TABLE 3
MEAN AGE FOR WOMEN BY RANK AND YEAR

WOMEN BY RANK	1957	1960	1965	1970	1973	1982	1988	1994
Lower Ranks	37.4	37.1	35.4	33.9	35.0	38.4	40.8	42.1
Assistant Professor	43.7	42.1	41.1	39.0	39.4	39.2	39.6	40.4
Associate Professor	50.5	50.8	49.3	47.0	45.4	45.7	46.8	47.1
Full Professor	53.5	54.7	55.8	53.0	52.6	51.9	51.5	52.1
OVERALL	43.7	43.0	40.8	39.1	40.5	42.9	44.0	45.3

MEAN AGE FOR MEN BY RANK AND YEAR

MEN BY RANK	1957	1960	1965	1970	1973	1982	1988	1994
Lower Ranks	34.9	33.9	33.1	32.4	34.0	39.7	42.6	42.7
Assistant Professor	35.6	35.7	34.6	34.1	35.0	37.7	38.2	39.3
Associate Professor	41.4	41.8	41.7	40.7	40.8	44.0	46.8	48.3
Full Professor	49.5	49.5	49.4	48.6	49.0	50.2	51.8	53.5
OVERALL	41.1	40.5	39.4	38.8	40.3	45.0	47.2	49.2

MEAN AGE FOR WOMEN PROMOTED TO CURRENT RANK

WOMEN BY RANK	1957	1960	1965	1970	1973	1982	1988	1994
Lower Ranks	na	na	na	na	32.3	34.4	35.9	37.6
Assistant Professor	na	na	na	na	36.5	35.4	36.1	37.0
Associate Professor	na	na	na	na	42.0	40.6	40.6	41.3
Full Professor	na	na	na	na	47.9	46.0	45.5	44.9

MEAN AGE FOR MEN PROMOTED TO CURRENT RANK

MEN BY RANK	1957	1960	1965	1970	1973	1982	1988	1994
Lower Ranks	na	na	na	na	30.9	33.7	35.0	37.3
Assistant Professor	na	na	na	na	32.3	33.7	34.5	35.3
Associate Professor	na	na	na	na	37.4	38.0	38.8	39.4
Full Professor	na	na	na	na	43.2	42.6	42.8	43.3

Overall, the representation of women in the senior ranks has increased, remained the same at the assistant professor rank, and decreased in the ranks below assistant professor. Compared to men, women continue to be more likely to be in the lower ranks. In 1994, 43.4 per cent women were in the lower ranks compared to 28.4 per cent men.

Although women already in the university appear to have made progress in terms of promotion through the ranks, the change in the proportion of faculty who are women has not been nearly so dramatic. As shown in Table 2, the percentage of full-time tenure-stream faculty who are women was 10.8 per cent in 1957. In the following 25 years, the percentage of women faculty had increased only somewhat to 15.2 per cent. From the mid-1980s on, women are recruited at a greater rate and by 1994 women comprise 22.7 per cent of full-time Canadian faculty. The social and cultural changes in women's status through the 1970s and 1980s contributed to women's increased presence in the academy, but employment equity initiatives also fostered a climate of equity in hiring.

It is interesting to look at the growing presence of women across disciplines. While the overall hiring of women faculty has increased, one marker of change in women's status is their recruitment in nontraditional fields. The following data compare the growth of women in disciplines.

An increase in the proportion of women is found in engineering and applied sciences and in mathematics and physical sciences where the proportion of women increased by 5 and 5.5 percentage points, respectively, by 1994 from very low baselines of 0.4 per cent and 3.1 per cent women in 1957. Women's representation in agriculture and biological sciences and in the health professions fluctuated during the 1950s to the 1980s to return to their 1957 levels of 15.4 per cent in 1982 and 26.8 per cent in 1988, respectively. In the following years, the steady increases to 20.7 per cent in agriculture and biological sciences and 28.9 per cent in the health professions in 1994, show promise for the increasing representation of women in these fields. In the traditional disciplines for women, the humanities, social sciences, and arts, women's representation steadily increased from 1957 to 1994 by 18.4, 14.4, and 10.8 percentage points, respectively. The pattern in education, surprisingly, shows a decline in the percentage of women full-time faculty from a high of 28.7 per cent in 1960 to a low of 20.1 per cent in 1970. It took the following 20 years for education to reach its 1960 proportion of women. Overall, women's representation in both traditional and nontraditional disciplines has increased by the nineties. Caution is necessary in interpreting these data because of the way disciplines have been aggregated here. Differences in the proportion of women across academic units are masked. For example, increases in the percentage of women faculty in social sciences do not reveal the low representation of women in economics; or, in mathematics and physical sciences, the under representation of women faculty in chemistry and physics.

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Women in Post-Secondary

Each year, the CAUT Status of Women Committee publishes data on women in Canadian universities from the Postsecondary Education Section of Statistics Canada, which annually collects information from university administrations across the country. This year data are presented on the number and percent of women granted doctorate degree by major discipline, and the number and percent of women enrolled full-time in doctoral programs by discipline, for the years 1994-95 through 1996-97. In addition, the most recent data available are included for the number and percent of women in full-time university faculty positions. These figures are broken down by three types of appointment (tenured, leading to tenure, and contract) and are also presented for all full-time appointment types lumped together. The total also includes a small number of visiting and continuing faculty. The proportion of women and men in two types of full-time positions (contract, and those either in tenured or leading to tenure positions) is also shown graphically, broken down by rank. The graphs only include data for 1996-97, and data for universities in Quebec are not yet available for that year. ♀

Federal Contractors Program

The main objective of the Canadian Federal Contractors Program is to ensure that major contractors who do business with the Government of Canada achieve and maintain employment equity in their workforce. The program applies to contractors who employ at least 100 people and who wish to bid on federal contracts worth at least \$200,000. As a condition of their bid, these contractors must commit themselves to implementing employment equity and to achieving a fair and representative workforce. If employment equity measures are not implemented, the contractor may lose the opportunity to compete for future government business. The list below shows the program status for universities and colleges as of November 1997. A future issue of the *Bulletin* will include a more detailed examination. ♀

FEDERAL CONTRACTORS PROGRAM — CONTRACTS AWARDED

NOT YET REVIEWED

St. Lawrence, Sault, Saskatchewan Indian

UNDER FIRST REVIEW

Saint Mary's, Memorial

IN COMPLIANCE (First Review Completed)

Mt. St. Vincent, TUNS, McGill, UQAM, Victoria

UNDER FOLLOW-UP REVIEW

Concordia, Waterloo, Western Ontario, York
École Polytechnique, Algonquin

STILL IN COMPLIANCE (Second Review Completed)

Carleton, Queen's, UBC, Ottawa, Toronto,
Ryerson, Simon Fraser, Windsor, Calgary,
Saskatchewan, Guelph, Alberta, Laval,
Fraser Valley

UNDER THIRD REVIEW

McMaster, Dalhousie, Manitoba, UNB

FEDERAL CONTRACTORS PROGRAM — CERTIFIED WITH NO CONTRACTS

Regina, Trent, UNBC, Humber, Loyalist,
Caribou, Grant MacEwan, Southern Alberta,
Lakeland, Marine Institute (Memorial)

Le Comité du statut de la femme de l'ACPPU publie chaque année des données sur les femmes dans les universités canadiennes. Ces données proviennent de la Section de l'éducation postsecondaire de Statistique Canada. Cette année, les données sont présentées selon le nombre et la proportion des femmes ayant obtenu un doctorat par discipline principale et selon le nombre et le pourcentage de femmes inscrites à temps plein dans des programmes de doctorat par discipline, des années 1994-1995 à 1996-1997. Ces statistiques comprennent également les données les plus récentes sur le nombre et la proportion de professeures à temps plein. Ces données sont ventilées selon trois sortes de postes (permanents, menant à la permanence et contractuels) et sont en outre présentées pour toutes les sortes de postes à temps plein confondus. Un petit nombre de professeurs invités et de titulaires d'une nomination continue sont

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WOMEN GRANTED DOCTORATE DEGREES BY MAJOR DISCIPLINE, 1994-97

DISCIPLINE	1994-95 DOCTORATES		1995-96 DOCTORATES		1996-97 DOCTORATES	
	Number of Women	Percent of Total	Number of Women	Percent of Total	Number of Women	Percent of Total
Education	201	54.6	187	53.7	218	60.1
Fine & Applied Arts	12	40.0	16	40.0	14	42.4
Humanities	155	40.7	155	39.2	212	44.5
Social Sciences	261	42.5	295	42.7	295	42.6
Agricultural & Bio. Sc.	126	29.0	151	34.2	164	35.7
Engineering & App. Sc.	44	7.4	63	9.4	73	11.2
Health Professions	161	39.6	158	38.7	199	43.5
Mathematics & Phys. Sc.	122	17.8	115	17.3	135	18.4
TOTAL ALL DISCIPLINES	1099	30.9	1165	31.4	1335	34.0

WOMEN ENROLLED IN FULL-TIME DOCTORAL PROGRAMS BY DISCIPLINE, 1994-97

DISCIPLINE	1994-95 PHD STUDENTS		1995-96 PHD STUDENTS		1996-97 PHD STUDENTS	
	Number of Women	Percent of Total	Number of Women	Percent of Total	Number of Women	Percent of Total
Arts & Science (General)	241	58.5	-	-	193	50.8
Education	1165	62.8	1256	64.8	1327	65.0
Fine & Applied Arts	143	53.0	162	55.7	175	55.2
Humanities	1809	48.6	1870	49.7	1871	49.7
History	303	42.9	240	43.0	291	41.2
Library Science	16	55.2	16	59.3	15	48.4
English	456	57.2	421	57.7	476	59.3
French	200	57.3	112	67.5	251	66.4
Other Modern Languages	276	58.6	233	60.2	278	60.4
Philosophy	154	32.4	109	30.0	171	34.5
Religion & Theology	191	37.0	138	33.5	186	35.9
Other	213	56.2	502	49.3	203	53.8
Social Sciences	2302	48.2	2518	49.4	2543	50.1
Anthropology	169	61.9	140	68.6	196	62.0
Area Studies	18	43.9	14	40.0	21	48.8
Business & Commerce	187	34.7	125	37.0	199	33.2
Economics	107	22.7	88	22.9	114	24.3
Geography	125	34.3	116	38.4	141	37.0
Law	36	31.7	44	39.6	50	39.1
Environmental Studies	59	41.4	19	39.6	81	43.8
Political Science	200	33.3	184	37.9	226	38.0
Psychology	1015	67.6	779	67.6	1061	67.9
Social Work	41	60.3	52	74.3	74	73.3
Sociology	306	54.9	240	58.7	318	55.6
Other	39	43.3	-	-	62	48.4
Agricultural & Bio. Sc.	764	35.4	845	37.2	873	38.0
Agriculture	169	29.6	106	31.5	188	36.1
Biochemistry	88	38.3	61	35.1	91	33.3
Biology	274	33.4	229	35.4	356	36.0
Botany	41	47.1	40	49.4	44	47.8
Household Sciences	71	71.0	54	65.9	68	64.8
Veterinary Sciences	50	39.4	51	41.8	48	41.4
Zoology	62	30.1	59	30.6	72	37.7
Other	9	50.0	-	-	6	46.2
Engineering & App. Sc.	417	11.6	421	12.3	460	13.8
Architecture	11	27.5	-	-	13	44.8
Forestry	36	23.2	21	16.5	35	19.1
Chemical Engineering	62	16.4	44	16.9	80	20.6
Civil Engineering	75	13.0	41	11.5	78	14.4
Electrical Engineering	85	8.8	53	8.6	92	10.5
Mechanical Engineering	61	9.2	39	9.8	60	9.9
Other Engineering	87	10.4	14	11.6	102	14.2
Health Professions	1065	46.8	1075	46.4	1131	46.7
Dentistry	8	25.0	12	34.3	11	28.2
Medicine	789	44.2	16	43.2	656	41.8
Nursing	51	96.2	49	98.0	73	96.1
Pharmacy	44	35.8	45	39.8	104	49.1
Rehabilitation Medicine	15	75.0	5	100.0	19	76.0
Other	158	60.8	310	44.1	268	53.7
Mathematics & Phys. Sc.	718	20.1	742	20.8	719	21.8
Chemistry	260	25.4	245	29.1	286	28.5
Computer Science	83	15.8	65	16.3	85	18.7
Geology	60	15.3	72	19.9	88	22.5
Mathematics	133	21.6	90	17.9	111	18.7
Physics	123	15.3	81	14.2	106	14.6
Other	39	28.7	-	-	43	33.3
TOTAL PHD ENROLLMENT	8646	38.1	9161	39.6	9364	40.6

NOTE: In both tables above, total includes a number of doctoral degrees or students for which the disciplines are not known, nor listed. Subjects included in "Other" disciplines is not consistent from 1994-95 through 1996-97, therefore these figures are not comparable.

SOURCE: Statistics Canada. Postsecondary Education Section. Unpublished data.

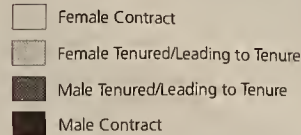
Education

compris dans le total. La proportion des femmes et des hommes occupant les deux sortes de postes à temps plein (contractuels et les postes permanents ou menant à la permanence) est illustrée à l'aide d'un graphique et ventilée selon le rang. Les graphiques ne comprennent que les données de 1996-1997. Les données pour les universités du Québec ne sont pas encore disponibles pour cette année.

En vertu du Programme de contrats fédéraux, un organisme qui compte 100 employés ou plus et qui désire soumissionner des contrats de plus de 200 000 \$ doit s'engager à réaliser l'égalité en emploi. Cette condition en vertu du Programme de contrats fédéraux touche quatre groupes cibles ou désignés. Le Programme de contrats fédéraux exige des universités et collèges de se conformer à un plan d'action détaillé en plusieurs étapes s'ils veulent obtenir des fonds. Si les mesures pour assurer l'égalité en emploi ne sont pas réalisées et mises en oeuvre, le contractant risque de ne plus pouvoir soumissionner d'autres contrats fédéraux. En 1997, 44 universités et collèges ont reçu une attestation de conformité au programme. Le fédéral a accordé des contrats à 32 universités dont deux sont actuellement sous examen pour la première fois. ♀

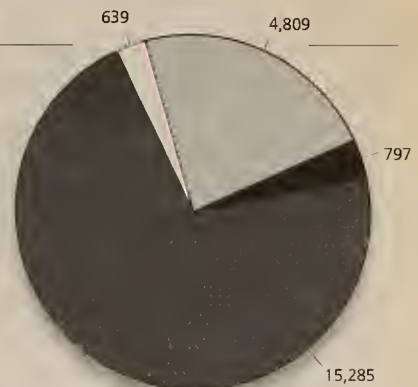
TOTAL 4 RANKS
(21,694)

FULL-TIME FACULTY BY
GENDER, TYPE OF APPOINTMENT
AND RANK, 1996



NOTE: The 1996 data for Canada (21,694 non-medical faculty only) include a number of theological and other campus colleges. Data for universities in Quebec and data for visitors & continuing appointments are not included.

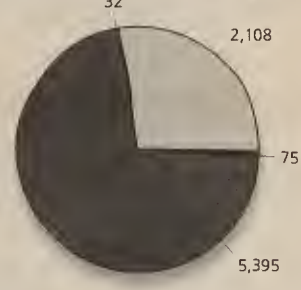
SOURCE: Statistics Canada. Postsecondary Education Section. Unpublished data.



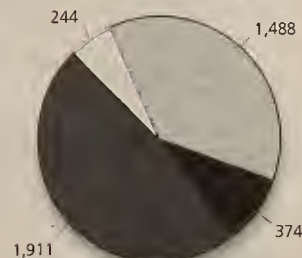
FULL PROFESSORS (9,001)



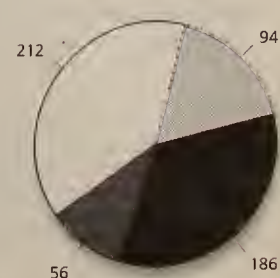
ASSOCIATE PROFESSORS
(7,624)



ASSISTANT PROFESSORS
(4,042)



LECTURERS (\$95)



FULL-TIME UNIVERSITY FACULTY BY TYPE OF APPOINTMENT, GENDER & INSTITUTION, 1996

UNIVERSITY	TENURED		LEADING TO TENURE		CONTRACT		ALL APPOINTMENTS	
	Number of Women	Percent of Total	Number of Women	Percent of Total	Number of Women	Percent of Total	Number of Women	Percent of Total
NF Memorial	140	23.0	31	35.6	12	31.6	183	24.9
PE UPEI	13	12.1	30	53.6	10	40.0	53	28.2
NS Acadia	34	21.9	16	43.2	7	43.8	57	27.3
Sainte-Anne	12	46.2	2	33.3	1	14.3	15	37.5
Dalhousie	88	23.3	34	53.1	36	52.9	158	31.0
Mt. St. Vincent	72	56.3	13	65.0	2	66.7	90	58.4
NSCAD	-	-	-	-	16	41.0	16	41.0
TUUS	1	1.4	3	17.6	-	0.0	4	4.4
St. Francis Xavier	24	18.6	24	53.3	5	35.7	53	28.2
St. Mary's	27	18.1	14	33.3	4	50.0	45	22.6
Cape Breton	16	21.1	5	38.5	4	50.0	26	26.3
NB Mt. Allison	14	15.7	7	35.0	4	26.7	25	20.2
UNB	83	19.8	51	44.7	11	42.3	156	26.3
Moncton	68	24.2	33	50.0	11	45.8	112	30.2
Shippagan**	-	-	-	-	-	-	-	-
St. Louis Maillet**	-	-	-	-	-	-	-	-
St. Thomas	10	20.0	6	54.5	9	81.8	25	34.7
PQ Bishop's*	20	19.8	2	28.6	-	-	22	20.4
McGill*	316	25.4	12	54.5	-	-	328	25.9
Montreal*	397	24.0	13	50.0	-	-	410	24.4
Quebec*	501	22.7	3	100.0	-	-	504	22.8
Laval*	281	19.0	10	58.8	-	-	291	19.4
Shenbrooke*	104	18.3	5	71.4	-	-	109	19.0
Concordia*	198	27.2	24	61.5	-	-	222	29.0
ON Brock	64	23.9	18	46.2	7	53.8	89	27.8
Carleton	123	21.4	21	45.7	22	52.4	166	25.0
Guelph	101	17.9	26	43.3	6	28.6	133	20.6
Lakehead	37	18.6	12	34.3	5	83.3	54	22.5
Laurentian	73	24.2	18	35.3	14	45.2	105	27.3
Algoma**	-	-	-	-	-	-	-	-
Hearst**	-	-	-	-	-	-	-	-
McMaster	68	14.9	22	40.7	11	61.1	101	19.1
Ottawa	172	25.4	59	46.5	19	55.9	250	29.8
Queen's	103	19.0	39	45.3	14	48.3	157	23.9
Toronto	232	18.6	82	38.5	134	47.5	448	25.7
Trent	44	25.3	7	70.0	1	50.0	52	28.0
Waterloo	83	14.6	37	35.2	8	21.6	128	18.6
Western	106	15.1	73	45.9	52	54.7	234	24.4
King's**	-	-	-	-	-	-	-	-
Windsor	87	22.1	28	65.1	6	66.7	122	27.3
York	232	26.9	85	55.2	11	35.5	328	31.1
Wilfrid Laurier	36	18.9	22	42.3	17	56.7	75	27.6
RMC	7	5.1	0	0.0	3	6.5	10	5.4
Ryerson	127	33.4	36	53.7	9	39.1	172	36.6
Nipissing	9	23.1	5	35.7	8	42.1	22	30.6
MB Brandon	15	14.4	8	44.4	1	8.3	24	17.9
Manitoba	115	16.1	53	43.8	24	50.0	193	21.8
Winnipeg	41	23.7	8	38.1	3	27.3	66	27.8
St. Boniface**	-	-	-	-	-	-	-	-
SK Saskatchewan	94	16.1	28	38.9	14	35.0	139	19.9
Regina	60	20.5	17	33.3	12	42.9	89	23.9
St. Thomas More**	-	-	-	-	-	-	-	-
AB Alberta	215	22.4	67	40.6	-	-	282	25.1
Calgary	149	20.2	49	46.7	11	33.3	209	23.9
Lethbridge	31	21.4	15	45.5	6	50.0	67	31.5
Athabasca**	-	-	-	-	-	-	-	-
Augustana	3	7.5	7	41.2	-	0.0	11	18.6
BC UBC	203	17.9	82	39.8	40	57.1	325	23.0
Simon Fraser	86	17.8	50	43.9	17	48.6	153	24.2
UNBC**	-	-	-	-	-	-	-	-
Victoria	110	21.8	62	60.8	19	70.4	191	30.2

NOTE: "All Appointments" includes the other three listed categories, plus "Visitors" and "Continuing."

0. No women with this appointment type.

** Data for 1995.

- No men or women with this appointment type

** Data not available.

SOURCE: Statistics Canada. Postsecondary Education Section. Unpublished data.

Outside the Loop & Doing Research

► From Page 4

ple being promoted to decision-making positions, and so having a chance to shape the future. The research aspirations and experiences of the people in the currently under-rewarded groups would, if attended to, be important resources.

This justification for change is expressed most powerfully by Sandra Harding (1993), who says, about the need for more non-Western people to direct science, "if the goal of the sciences is to maximize access to truths — or at least to gain less partial and distorted beliefs — then a diverse body of scientists is important in fields where different groups have different things at stake. Affirmative action in the direction of science is a scientific and epistemological issue." Lastly, I should note that there is an historic element to the study on which this article is based, because the data arise from long careers. Some might suggest that there have been changes that invalidate the study. Unfortunately, I would have to argue that there have been very few changes in the workplace practices. If anything, I would assert that this system is remarkably conservative, perhaps especially so at this time of economic retrenchment.

However, I believe it is worthwhile to recall that the workplace practices of science have a history. At one time women students were excluded explicitly and then when they were allowed in they were segregated into different and limiting courses. Discrimination against women in hiring of faculty was also, at one time, widely accepted. From the 20s to the 50s the anti-nepotism practices resulted in wives being barred from career positions.

The value of recalling this history is that it shows us that the present arrangements, like those of the past, are neither "natural" nor really pre-ordained. Changes and improvements have happened before, and can happen again. ♀

Joan Scott is a member of CAUT's Status of Women Committee and a professor in the Departments of Women's Studies and Biology at Memorial University of Newfoundland.

Harding, Sandra (Ed). *The Racial Economy of Science. Toward a Democratic Future*. Bloomington: Indiana University Press, 200, 1993.

Rosenfeld, Rachel A. "Academic Career Mobility for Women and Men Psychologists." *Women in Scientific and Engineering Professions*. Ed. Violet B. Haas and Carolyn C. Perucci. Ann Arbor, University of Michigan Press, 89, 1984.

In the coming months visit www.caut.ca to keep up-to-date on the issues facing part-time and sessional faculty.

Reflections on the Itinerant Life

► From Page 5

rootedness, combined with the fact that they live in a large urban centre with many other academics competing for a few positions, increase the potential for oppression. Again, I am not trying to universalize; some local itinerants may be quite happy with their situations, but others feel trapped and burned out from hours of commuting from school to school.

"Regional itinerants" may have more flexibility, but are in the unenviable position of driving for hours, often over treacherous winter roads. They are also often faced with the added expense of keeping up one and a

Selections from a Buffet Table

► From Page 6

university goes unacknowledged in this way (see article by Linda Paul). It has been suggested that I could legitimize my position at the university by arranging to be hired by one department and seconded to the others. This strategy would work for anyone who has continuing positions that add up to full time or close to it. I have not chosen to pursue this route because I am interested in exploring another possibility — that of doing paying work both on and off campus.

I began this article by mentioning custom designing an academic career. If what I do is to be considered an academic career, however, a reconsideration of what we mean by the word 'career' and possibly how we understand 'jobs' may be necessary. William Bridges (1994) reminds us that the meaning of 'jobs changed from "tasks" to "continuing positions" only during the industrial revolution, and strongly suggests that we all may, willingly or not, have to change our expectations for our work from "having a job" to "doing jobs" as itinerants must do (see article by Jeanette Lynes). He also writes about an earlier meaning of career as life pathway, not restricted to what one does to earn a living, but encompassing all aspects of one's life (see Joan Wierzbak's article about such choices). I intend that my 'career' (lifestyle in contrast to professional pathway) will include time spent at the university and time spent away from the university; time for research, writing, teaching, public service, gardening and making quilts.

What does any of this have to do with my being a woman? I suspect that women like me, now in mid-life, have not been as strongly encouraged as men to develop a working identity designated by what position we hold. If women are more likely to define ourselves by all the things we do, some of us may find it easier than do men to embark upon the kind of adventure I have been describing. Of course, other women are choosing to claim their legitimate rights to order from the menu in the same way that men have been doing. My exploration of the buffet table, however, showed me that holding a self-selected variety of jobs can indeed be a satisfying way for persons with advanced degrees, perhaps both men and women, to work within a university setting. ♀

(Dorothy Tovell is a teacher and the research and development coordinator of WISEST at the University of Alberta.)

Bridges, W. *Job Shift: How to Prosper in a Workplace Without Jobs*. Addison-Wesley Publishing Company, Reading, Massachusetts, 1994.

half of two households; if the 'home base' is in Halifax, for example, the scholar on the road may have to pay for living accommodations in Fredericton or wherever his or her job is for that year. These individuals are usually working too far from home to commute on a daily basis, so if they both want to work, they must endure an unwieldy and expensive lifestyle. A former colleague who taught on contract for a year at Lakelse Bay travelled by bus back and forth from Thunder Bay to Ottawa, where her partner lived. Like all itinerants, "regionals" face the problem of how to generate income between job contracts, and the difficulties inherent in a fractured professional existence.

Some aspects of national and international itinerant experience have been conveyed through my own account. Undoubtedly,

Part-Timer Dilemmas & Solutions

► From Page 3

tors (B) can receive sick pay and dental benefits. They receive a small accountable allowances (\$275.00 per annum), signing bonus on some contracts. In the last University of Regina contract, both categories of sessionals received a bonus of \$100.00 per course taught in the last year. At a recent hiring, I was told, "I had to seek special permission to hire you. You are one of the expensive ones!" At the University of Regina, sessional instructors and lecturers are paid more than regular faculty who teach overload courses (Clauses 4, 5.1, and 6). In a similar vein, in some faculties sessional classes are capped at 50 students. This prevents the practise of piling the largest classes on the lecturers. There are more possibilities, however. What about extending insurance benefits, long-term disability payments on a pro-rated basis? Why not extend many more benefits to sessional lecturers (A) as well as sessional instructors (B)? At Windsor, sessionals can tap into pregnancy/paternal and adoption leave (Article 57).

Other issues surround money for research and travelling to conferences. How often have I heard the phrase, "Sessionals don't do research." Even when the evidence is before administrators' eyes, many disregard it. Part-timers seldom receive research money. Their research then is undertaken solely for the love of learning, and often conducted under very difficult circumstances. It should be given high value. Granting agencies like SSHRC and NSERC must consider giving research money to part-timers/sessionals.

Part-timers/sessionals should also automatically be allowed to request travel money for conferences where they present papers and/or attend similar events. The former president of the college where I teach did provide travel money to me, as did the past dean of arts at the University of Regina. In one case this was a travel grant to present a conference paper in England. The University of Windsor has travel and membership dues allowance plus money for personal development for sessionals built into its present contract (Article I), a very generous consideration.

However, when they are requesting money for research, the pat answer often seems to be, "Not for part-timers" (See also the article by Joan Scott). Thus part-timers/sessionals find themselves in a catch-22 situation. They are slighted if they do not conduct research but often unacknowledged if they do so. Certainly the difficulties of undertaking research without funding is seldom recognized.

What about pay for activities beyond teaching? As universities continue to cut

back, the work load for tenured staff increases, and part-timers/sessionals sit on committees or attend meetings for free. There is a precedent. This past fall, Luther College at the University of Regina began paying sessionals \$15.00 per hour for counselling. CAUT and universities in general must follow this lead. It provides useful service both to over-stretched full-time faculty and under-funded part-timers. It also captures a wider pool of intelligent, thoughtful part-timers whose experience and expertise might otherwise continue to be unrapped.

Why is this article appearing in the *status of women supplement*? Both genders suffer from the discrimination and humiliation of working under these debilitating part-time circumstances. However a disproportionate number of women fall into these ranks. Systemic discrimination, whether intentional or not, certainly is the norm across Canada.

There are many innovative approaches to this problem. More part-timers could be offered job-sharing arrangements in tenure-track positions. Windsor and York are leaders in equity issues. At York, many of these issues became part of the recent strike demands and gains were made of these. Few universities have a support system for stressed or burned-out staff. Counselling is needed where staff, including part-timers/sessionals, can go for solace, comfort and care. The wall of silence and apparent indifference to sessionals/part-timers' plights and treatment can be debilitating. Even if the official support system does not exist, caring tenured faculty could still offer individual support, show that they are aware of conditions, extend their concern. Extending humanity and concern may not in itself improve the long term situation but it can make life more palatable for those who feel stabbed by the ice pick. And, through discussion, maybe some of those sympathetic tenured colleagues may eventually go one step further and actively seek to improve conditions for their confreres.

And so we again look at the university mottos. As Concordia suggests, we must give real education for the real world. I hope this paper has helped. And reader, it's up to you (UBC)! Will you let there be light (Lethbridge), and let right be done (Queen's)? Does truth conquer all (Wilfrid Laurier)? Certainly, the (better) way must be tried (for sessionals) (York). Indeed, push on (Brock). We part-timers/sessionals can only hope that over time, as our colleagues become more aware and more one who serves (Regina), that the academic work place will be a fairer place for all. Or, is all that is left for the ones who suffers, a cask of wine (Queen's Engineering)? ♀

(Linda Paul is a member of CAUT's Status of Women Committee and a sessional instructor (B) in the Department of Geography at the University of Regina.)

1. Notes about Queen's University were taken from e-mail comments about Queen's present contract as written by Donna Ede, Executive Assistant, Queen's University Faculty Association

2. Clauses about the University of Regina were taken from The University of Regina Collective Agreement, 1996-1998 and consultation occurred with Patricia Fleming, Executive Director of the University of Regina Faculty Association.

3. Clauses about the University of Windsor were taken from the University of Windsor's collective agreement, 1996-1998 and consultation occurred with Nancy Sennema, Resource Officer with the University of Windsor Faculty Association and Brian Brown, a sessional lecturer (B) at that university.

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Challenges for Dual-Career Couples

► From Page 6

result in an earlier onset of aggressiveness-assertiveness-independence, but other kids seem to catch up in both regards after they start school/daycare. One study of kids that had been in a university daycare (Clarke-Stewart, 1989) found that kids that started earlier as infants in the daycare had higher second grade math skills and likability scores. Children in daycare mean many sick days for kids and parents. Our sickness rate slowed after age 2. Some kids sleep a lot; others do not; we are lucky when both kids are asleep by 10 pm.

If having children reduces publication productivity of women, it is only when they have young children (Cole and Zukerman; Kyvik, 1990). I have no regrets about being dual-career-with-family. I do wonder whether being dual-career-with-family would have been easier and still as rewarding in another field, at another type of university, or at a different sort of job.

I suspect two young children are exhausting regardless. I found one child and dual careers very manageable. Two children in the beginning was unimaginably harder — I hit my limits like a brick wall. It was very hard to anticipate what it was going to be like. I knew no one in the same position as myself (two full time academic positions, especially in the sciences, and more than one very young child). Watching a woman in a similar position but on soft money back when I was a graduate student helped. Having men in our department with working spouses that have children about our children's ages helps now. But for anticipating and dealing with the early infant stages (breast feeding every two hours or more day and night), I really wish I had seen how other women in the same position coped. It was difficult to anticipate what it would be like because there is so much variation among children and they change so much from month to month in the early years. I did not know how long the "too much" part would be. By the time I managed to bow myself out of some of my work responsibilities, would my children have already moved on to a less demanding stage? How would my colleagues react to attempts on my part to cut my work load? I had not seen what other women in the same position did and, equally important, how their colleagues reacted.

Overall, I feel very fortunate. (Well, at this moment I do: the kids were in good moods this morning and no student has recently told me how her/his D or F is actually my fault). We both find family things are a nice escape from work and work is a nice escape from family. Rich and I having such similar jobs makes it easier to have a sense of fairness and equality between us. Having two versus one child furthers this because with one I could do more than my share of family things, but with two I simply cannot. Being in the same department means we can live close to work and avoid a long commute. Because we haven't raised our lifestyle to meet our double income, we have a lot of financial security. ♀

(Bethia King is an associate professor in the Department of Biological Sciences at Northern Illinois University.)

Clarke-Stewart, K. A., "Infant day care: maligned or malignant?" *American Psychologist* 44, 1989, 266-273.

Cole, J. R., and Zukerman, H., "Maternal, motherhood, and research performance in science," *Scientific American* 256, 119-125.

Kyvik, S., "Motherhood and scientific productivity," *Social Studies of Science* 20, 1990, 149-160.

A Profile of Women Faculty in Canada

► From Page 7

Another interesting feature to examine in terms of the changing status of women faculty is the age at which career transitions occur. Table 3 shows the age status of women in the academy. In 1957 the mean ages of women assistant professors, associate professors, and full professors were 43.7, 50.5, and 53.5 years, respectively. Thirty-seven years later, the mean age of women in all ranks decreased to 40.4 years for assistant professors, 47.1 years for associate professors, and 52.1 years for full professors.

Interestingly, the mean ages of women in ranks lower than assistant professor increased from 37.4 years in 1957 to 42.1 years in 1994. The mean age for these lower ranks is greater than the mean age of assistant professors (40.4 years). A similar pattern is reflected in men's average ages in these ranks (34.9 years in 1957 to 39.4 years in 1994).

Particularly important to an understanding of women's status in the academy is their age at promotion. Beginning in 1973, Statistics Canada began to gather data on the age at which individuals were promoted to their "present" rank (that is, at the time of the data collection) and the number of years spent in the present rank. In 1973 the mean age of appointment to the rank of assistant professor for women was 36.5 years, to associate at 42.0 years, and to full professor at 47.9 years. By 1994 the age of appointment to assistant professor had increased to 37 years, and for appointment to associate and full, the mean ages of women decreased to 41.3 and 44.9 respectively. The difference between age at promotion to associate and promotion to full professor also decreases over time, suggesting that women are moving through the ranks in less time. For example, the years between age of appointment from assistant to associate professor and from associate to full professor from 1973 to 1994 decreases from 5.5 years to 4.3 years, and 5.9 years to 3.6 years, respectively. For men, there is an increase of three years in the mean age for both appointment to assistant professor and promotion to associate, whereas the mean age of appointment to full professor is stable from 1973 to 1994. The average time between appointment and promotion also narrows for men from 1973 to 1994.

This brief overview of the evolution of women faculty in Canadian universities provides evidence of progress. In large part, the advancements are attributable to women's activism and scholarship within and without the academy. Notably, women faculty have narrowed the gender gap in career advancement. The data presented suggest that the careers of women faculty in the 1990s will closely parallel the career advancement of their male counterparts in terms of years in rank and age at promotions. Women have also narrowed the gender gap in nontraditional disciplines, albeit slowly. For women about to enter the academy, the data suggest that hiring processes are more equitable and that they will encounter a critical mass of women colleagues across the university upon entry. Overall, the changing status of women faculty suggests changing practices and procedures in hiring, promotion, and tenure. ♀

(Janice Drakich teaches in the Department of Sociology and Anthropology at the University of Windsor. Penny Stewart teaches in the Department of Sociology at York University.)

Captan, P.C., *Lifting a Ton of Friction: A Woman's Guide for Surviving in the Academic World*, Toronto: University of Toronto Press, 1993.

Status of Women Conference

Equity in the New Millennium



October 1-4 • 1998
Hotel Saskatchewan • Regina

This year the Status of Women Conference investigates equity issues for the year 2000 and beyond. It will examine aboriginal women and their struggle, how to negotiate equity into collective agreements and the ins and outs of affirmative action. The conference begins with a plenary panel entitled *Beyond Defensiveness: Mainstream Reactions to Equity Demands of Marginalized Groups* and moves on from there into a three stream format. Each stream tackles one of the major conference themes, and is designed to ensure each issue can be discussed in detail. On Saturday, a plenary session combines the bargaining and affirmative action tracks by investigating *Success Stories: Collective Agreements, Affirmative Action Mechanisms and Enforcement Strategies*. The conference then concludes with a wrap-up session entitled *The New Millennium: Where Are We Going?*

TRACK 1 | Aboriginal Women: The Journey

- Journey of First Nations Women from Traditional Roles into the 21st Century
- Double Discrimination/Self-Determination
- Communication and Healing/Dispute Resolution

TRACK 2 | Bargaining for Equity

- Basics of Collective Bargaining
- Dynamics of Equity Seeking Groups in Faculty Associations/Unions
- The Status of Equity Seeking Groups in Faculty Associations/Unions
- Review of Equity Clauses in Existing Collective Agreements
- NSERC and Equity in Science
- What Further Equity Clauses Should We Ask For?

TRACK 3 | Affirmative Action

- The Federal Contractors Program: How it Works, Existing Problems and Strategies for Using it
- Coping with Backlash: The Political Environment for Affirmative Action

Don't delay! Now is the time to register for this conference.

Complete registration information and conference details are available. Simply contact Nancy Gordon and she will send you a registration kit.

tel 613.820.2270
fax 820.7244
email ngordon@caut.ca



CAUT



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The views expressed are those of the authors and not necessarily those of CAUT. Les articles reflètent l'opinion de leurs auteures et pas nécessairement celle de l'ACPPU.

ANNONCES CLASSEES

dated groups (women, aboriginal people, people with disabilities and visible minorities) are expected to be considered for their applications.

CONCORDIA UNIVERSITY - The Department of Computer Science invites applications for limited term appointments for the academic year 1998-1999. The positions are subject to preliminary approval. The duties will consist of teaching of undergraduate and graduate level courses over the period of one year. A PhD degree in Computer Science or in a related field is preferred. However, applicants needing completion of their PhD degree will also be considered. The ability to teach courses in databases, software engineering or systems software is required. The Department uses C++ in its software courses. Concordia University is located in downtown Montreal. The Department has approximately 700 undergraduate, over 200 graduate students and 28 full-time faculty members. The Department has good teaching and research laboratories that are supported by a strong team of analysts and technicians. The Department's primary research interests are artificial intelligence, combinatorics, computer algebra, data base, distributed computing, pattern recognition, programming languages, scientific computing, software engineering and VLSI. It has established CEPASIM (The Centre for Pattern Recognition and Machine Intelligence) and it is an active participant in two inter-university centres, namely CCAI (Centre for Artificial Intelligence in Calcul Mathématique, Algorithmique) and CRIAO (Groupe de Recherche Interuniversitaire en Architecture de Haute Performance en VLSI). Interested persons should send a resume and three reference letters to: Chair, Department of Computer Science, Concordia University, 1455 de Maisonneuve Blvd. West, Montreal, Quebec, Canada, H3G 1M6. Fax: (514) 344-2819 e-mail: hings@cs.concordia.ca. In accordance with Canadian Immigration requirements, priority will be given to Canadian citizens and permanent residents of Canada. Concordia is committed to Employment Equity and encourages applications from women, aboriginal people, visible minorities and disabled persons.

UNIVERSITY OF WATERLOO - Scientific Computation. The Department of Computer Science, University of Waterloo, invites applications for a two year definite term appointment as Assistant Professor. The candidate is expected to participate in teaching and the research program of the Scientific Computation group in the department. The Computer Science department has a large, active and diverse program of teaching and research; see <http://www.uwaterloo.ca/cs> for further information. The Scientific Computation group has four faculty, a dozen graduate students, and regular visitors. See <http://www.uwaterloo.ca/cs/sci-comp> for further information. A PhD and evidence of research related to this program are required. The floor salary for this position is \$60,000 and the appointment is to start on or before September 1, 1998. Applications, including CV and name and e-mail address of at least one referee, should be directed to the Chair, Professor Nick Cercone, Department of Computer Science, University of Waterloo, Waterloo, Ontario, Canada, N2L 3G1 or nic@uwaterloo.ca. Applications will be considered as received until August 1, 1998. In accordance with Canadian immigration requirements, this advertisement is directed to Canadian citizens and permanent residents with respect to a definite term appointment. Qualified Canadians and non-Canadians holding positions at other institutions may apply as visiting faculty. The University of Waterloo is an equal opportunity employer and encourages individuals including women and members of visible minorities, native peoples, and persons with disabilities. The appointment is subject to the availability of funds.

UNIVERSITY OF WINNIPEG - Computer Science. The University of Winnipeg invites applications for two 9-month limited-term faculty positions at the rank of lecturer or assistant professor, depending on degree status, commencing August 15, 1998 and ending May 15, 1999 (subject to final budgetary approval). Preference will be given to candidates with a Ph.D. in Computer Science and a demonstrated commitment to teaching excellence. The primary purpose of the positions is to assist in the computer science teaching requirements in 1st and 2nd year courses. Candidates in related disciplines will also be considered. Applicants will be expected to teach and assist other faculty members in giving introductory lectures on two courses in computer science. Candidates should submit an application letter, a curriculum vitae, including names of three referees and

teaching evaluations (if available) by May 15, 1998 to Dr. Terry Smith, Chair, Computer Science, University of Winnipeg, 100 St. James Street, Winnipeg, MB, R4S 0A2, Canada. Fax: (204) 253-3000. Ext. 2950. Fax: (204) 253-7073. E-mail: Tsmith@uwinnipeg.ca. Information about the University of Winnipeg and its programs may be found at <http://www.uwinnipeg.ca>. The University of Winnipeg is committed to equity and diversity in the workplace and welcomes applications from Aboriginal people, persons with disabilities and members of visible minorities. Applications from women are particularly encouraged. In accordance with Canadian immigration requirements, priority will be given to Canadian citizens and permanent residents of Canada.

CONTINUING STUDIES

THE UNIVERSITY OF BRITISH COLUMBIA - Continuing Studies. UBC Continuing Studies requires a dynamic leader for its Centre for Inter-Cultural Communication within the Greater and Community Division. This Centre serves the needs of Canadian and International groups and plays a vital role in Continuing Studies strategic plan. The Director will continue to oversee highly successful programs, investigate new initiatives, and coordinate research to UBC faculties, the Continuing Studies Distance Education and Technology Division, and international partners and clients to expand into new programs and services. This position calls for a visionary, someone with program managerial skills, relevant university continuing education experience, and the ability to work within diversified Canadian and international settings. Candidates should have training, experience and professional stature in the field of intercultural studies. Competency in languages other than English would be an asset. Qualifications: MA or equivalent in program design and delivery; leading edge educational technology; teaching and administration of multicultural education projects; excellent interpersonal, interpersonal and writing skills; and demonstrated success in developing and managing training programs for a wide range of clients (corporate executives, professionals working on international projects, and graduate and undergraduate students). Salary will be commensurate with experience. The position is open immediately. Application deadline is April 30, 1998. Please send applications to: Jane Hutton, UBC Continuing Studies, 1991 Iona Drive, Vancouver, BC V6T 1Z1; Telephone: (604) 822-1430; Fax: (604) 822-1499. UBC is an equal opportunity employer and is committed to employment equity. We encourage all qualified persons to apply. In accordance with Canadian immigration requirements, this advertisement is directed to Canadian citizens and permanent residents of Canada.

DERMATOLOGY

UNIVERSITY OF BRITISH COLUMBIA - Department of Medicine. The Department of Dermatology invites applications for a Research Associate in the area of research, clinical and epidemiological aspects of disease. Preference will be given to those individuals whose research involves hair and skin. A PhD is a prerequisite for this position. Candidates will have demonstrated status in laboratory skin and hair research and will be expected to develop a vigorous independent research program in an interactive environment and should be an enthusiastic teacher. This position will begin November 1, 1998. Salary will be commensurate with qualifications and experience. Please submit a letter of application, a CV, a statement of areas of expertise and strengths and the names of three referees, no later than May 1, 1998 to Dr. Jerry Shapiro, Director, UBC Hair Clinic, Research Teaching & Training, 3208 155 West 10th Avenue, Vancouver, BC V6Z 4B8. In accordance with Canadian immigration requirements, this advertisement is directed to Canadian citizens and permanent residents with respect to a definite term appointment. Qualified Canadians and non-Canadians holding positions at other institutions may apply as visiting faculty. The University of Waterloo is an equal opportunity employer and encourages individuals including women and members of visible minorities, native peoples, and persons with disabilities. The appointment is subject to the availability of funds.

DEVELOPMENTAL STUDIES

THE UNIVERSITY OF WINNIPEG - Developmental Studies. Early Childhood Development Training Program, Developmental Studies at

The University of Winnipeg, invites applications for a two-year position (partial/budgetary extension upon review in the second year) at the rank of Instructor (Assistant Professor, subject to budgetary approval, this appointment is effective July 1, 1998. Salary will be commensurate with qualifications and experience. Applicants should have a PhD completed or very near completion. The successful candidate must have a strong commitment to undergraduate teaching and to research. The department invites applications from individuals with extensive experience in the child care field, particularly in child development, and either center management/child care administration, or special needs. Responsibilities will include teaching undergraduate courses in some combination of: applied child development, child care administration, social policy as it affects children, and special needs. The successful candidate will also be responsible for supervising advanced internships and serving as a liaison with the child care community. In accordance with Canadian Immigration requirements, first preference must be given to Canadian citizens and permanent residents. The University of Winnipeg is committed to employment equity. Interested candidates should, by February 27, 1998, send a curriculum vitae, including three letters of reference, and a sample of research to: Dr. Louise Popay, Coordinator of Developmental Studies, The University of Winnipeg, Developmental Studies, Room 111, 115 Portage Avenue, Winnipeg, Manitoba R3B 2E9. Phone: 1-204-786-5941 Fax: 1-204-774-4134.

DRAMA

UNIVERSITY OF SASKATCHEWAN - The Department of Drama. The University of Saskatchewan invites applications for a twelve-month term position as an Instructor to commence on July 1, 1998. The successful candidate will teach a series of drama and theatre courses in first-year drama as well as directing one mainstage student production. An MFA in acting or directing or equivalent experience in theatre or undergraduate acting studies is required. Applicants should send a curriculum vitae, transcripts, and ask three referees to write directly to Professor F.M. Buevel, Acting Head, Department of Drama, University of Saskatchewan, John Mitchell Building, 118 Science Place, Saskatoon, SK S7N 0W6 no later than 30 April 1998. The University is committed to Employment Equity. Members of Designated Groups (women, aboriginal people, people with disabilities and visible minorities) are encouraged to self-identify on their applications. This position has been cleared for advertising at the tier two level. Applications are invited from qualified individuals, regardless of their immigration status.

ECONOMICS

CONCORDIA UNIVERSITY - The Department of Economics is seeking applicants with a first in Financial Economics (theoretical or applied) for a tenure-track position, beginning January 1, 1999. This position is subject to budgetary approval. Candidates should have a PhD for a near completed PhD and will be expected to teach at both the undergraduate and the graduate level as well as be committed to research. Applications including a sample of research work as well as three letters of reference should be sent by April 30 to Christian Beitzel, Chair, Personnel Committee, Department of Economics, Concordia University, 1455 de Maisonneuve West, Montreal, Quebec, H3G 1M6, Canada. In accordance with Canadian immigration requirements, priority will be given to Canadian citizens and permanent residents of Canada. Concordia University is committed to Employment Equity and encourages applications from women, aboriginal people, visible minorities and disabled persons.

EDUCATION

LAKELAND UNIVERSITY - The Faculty of Education at Lakeland University invites applications for a probationary (tenure-track) appointment in Curriculum in Education commencing August 1, 1998. Preference will be given to applicants who have completed a relevant doctoral degree and who have teaching experience. Responsibilities may include teaching at pre-service, in-service and graduate levels and supervision of student teaching. Salary will be commensurate with qualifications and experience. An initial term contract may be available to an appropriate candidate

completing a doctoral degree. This position is subject to final budgetary approval. Interested applicants should submit a curriculum vitae, the name and address of three referees to Dr. Terry Scott, Acting Dean, Faculty of Education, Lakeland University, 555 Oliver Road, Thunder Bay, Ontario, P7B 5E1. In accordance with Canadian immigration regulations, this advertisement is directed to Canadian citizens and permanent residents of Canada. The University of Saskatchewan is committed to Employment Equity. Applications must be received by April 30, 1998. Apply with curriculum vitae, a salary paper, and have three letters of reference directed to Dr. Ian Winchester, Dean, Faculty of Education, University of Calgary, 2500 University Drive N.W., Calgary, AB T2N 1K4.

THE UNIVERSITY OF CALGARY - Faculty of Education.

Applications are invited for tenure-track positions at the Assistant or Associate Professor level from individuals with expertise in one or more of the following areas: Mathematics Education; Educational Technology; History of Education; Science Education; Social Studies Education; Philosophy Education; Language Arts and Literature (with high school emphasis). The Faculty of Education is looking for applicants who are willing to take risks and are committed to a university which wishes to lead both in innovation and soundness of program. We have moved from a traditional professional leader preparation program to one which is practice-based, problem oriented and which aims to integrate theory and practice in the most intimate way. We are preparing a new generation of teachers who welcome diversity, work closely with parents, and who see a classroom setting as an opportunity to constantly improve professional practice and theory. Our graduate programs, leading to MEd, MA, MSc, PhD, and EdD degrees are flexibly and highly individualized with these work beginning as early as possible. Applicants will assume teaching and supervision responsibilities in both their preparation and graduate programs. Preferred qualifications include: a PhD knowledge of school, change skills, a completed PhD or equivalent in one of the desired areas, classroom teaching experience, research skills, and a strong ability to work effectively in inter-disciplinary teams with colleagues from the University and the local educational community. Rank and salary will be commensurate with qualifications and experience. All appointments are subject to budgetary approval. Candidates should submit a covering letter, curriculum vitae, and the names of three referees to: Dr. Trevor Gambell, Assistant Dean (Student Affairs), University of Saskatchewan, 12 Campus Drive, Saskatoon, Saskatchewan S7N 0N1 Canada. Deadline for applications is April 16, 1998. Candidates will likely not be informed of appointment until June 1998. In accordance with Canadian immigration requirements, this advertisement is directed to Canadian citizens and permanent residents of Canada. Concordia University is committed to Employment Equity and encourages applications from women, aboriginal people, people with disabilities and visible minorities.

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UNIVERSITY OF SASKATCHEWAN - College of Education, School-Based Field Experience Program. The College of Education, University of Saskatchewan, is seeking applications for several College supervisor positions during the fall term of the 1998-99 academic year. The successful candidates will be assigned to supervise interns placed in schools throughout the province and to conduct seminars for interns and their cooperating teachers. Candidates must have the following minimum qualifications: successful K-12 teaching experience and eligibility for Saskatchewan teaching certificate; at least a B.Ed. degree, or equivalent, preferably a M.Ed. degree, plus extensive experience in intern supervision; proven ability to work with administrators, teachers, student teachers and interns; willingness and ability to travel to stay overnight in schools; and availability the week. Salary and rank will be commensurate with qualifications and experience. All appointments are subject to budgetary approval. Candidates should submit a covering letter, curriculum vitae, and the names of three referees to: Dr. Trevor Gambell, Assistant Dean (Student Affairs), University of Saskatchewan, 12 Campus Drive, Saskatoon, Saskatchewan S7N 0N1 Canada. Deadline for applications is April 16, 1998. Candidates will likely not be informed of appointment until June 1998. In accordance with Canadian immigration requirements, this advertisement is directed to Canadian citizens and permanent residents of Canada. Concordia University is committed to Employment Equity and encourages applications from women, aboriginal people, people with disabilities and visible minorities.

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UNIVERSITY OF MANITOBA - Applications are invited for the full-time, tenure-track position of Director of the School Experiences Office, at the Assistant Professor level, commencing July 1, 1998, or as soon as possible thereafter, subject to budgetary approval. The Faculty of Education is in the process of transforming its initial teacher training program from a four-year B.Ed. degree to a two-year After-degree program which is designed around three streams, Early K-4L, Middle K-4L and Senior years (P-12). The successful candidate will be called upon to play a major leadership role within the Faculty of Education and with appropriate external professional bodies in the continuing development, implementation and assessment of a new B.Ed. practice experience. Teaching responsibilities for this position will involve professional development programs related to the implementation of the revised curriculum. The successful candidate will be expected to be engaged in an ongoing program of research and to be involved in service-related activities. The Director's duties will include the supervision of the ongoing activities of the School Experiences Office and to 1) TE staff and communication with schools throughout the province. The salary range for the position is \$40,568.00 to \$53,300.00. Minimum qualifications are an earned Bachelor's degree in Education with a minimum 3.0 GPA and a minimum 3.0 GPA in the K-12 level, and demonstrated interest in the professional practice. Applicants should also have demonstrated leadership and communication skills. The Faculty of Education presently has approximately 1200 undergraduate students and 43 full-time tenure track staff, plus several part-time appointments. In addition to the B.Ed. program, the Faculty offers both the M.Ed. and PhD degrees. The City of Winnipeg, a multi-cultural community, has much to offer, both recreationally and culturally. In addition to a number of professional sports teams, the city has a most active arts community, and its numerous parks and healthy recreation areas provide outdoor activities for all seasons. The Winnipeg home market is one of the most favourable in


commensurate with qualifications and experience (Assistant Professor minimum currently \$40,232; Associate Professor minimum currently \$45,066). In accordance with Canadian immigration requirements, priority will be given to Canadian citizens and permanent residents of Canada. The University of Saskatchewan is committed to Employment Equity. Applications must be received by April 30, 1998. Apply with curriculum vitae, a salary paper, and have three letters of reference directed to Dr. Ian Winchester, Dean, Faculty of Education, University of Calgary, 2500 University Drive N.W., Calgary, AB T2N 1K4.

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UNIVERSITY OF WINDSOR

Vice-President, Academic

Applications and nominations are invited for the position of Vice-President, Academic of the University of Windsor. The University of Windsor is a mid-sized, comprehensive university with a solid reputation in teaching, research and scholarship. Canada's southernmost university, noted for its commitment to diversity and equity, offers a broad range of undergraduate, graduate, professional and co-op education programmes to more than 13,000 full- and part-time students; the support of 483 full-time faculty and 658 full-time staff; innovative partnerships with business, industry, labour and the community; a location on an international border with cooperative agreements with neighbouring Michigan universities; and an attractive and supportive campus environment in a dynamic, affordable, and cosmopolitan city of 200,000 people.

The Vice-President, Academic reports to the President. He/She will be a person of intellectual accomplishments with a progressive outlook, and capable of providing leadership based on extensive experience in a University setting. In addition, she or he is expected to have the qualities to be a leader of the academic community of the University, including strong academic credentials, extensive administrative experience and a genuine appreciation for issues in post-secondary education. See the detailed Position Profile at <http://www.uwindsor.ca/vpacademic>.

Applications should include a full curriculum vitae and the names of three referees; nominations should include a brief outline of the qualifications and accomplishments on the basis of which the individual merits consideration. The Search Committee will begin the review of candidates in April, 1998, with an anticipated appointment in the 1998-99 academic year. The terms of the appointment and compensation are negotiable. To ensure consideration, applications and nominations should be submitted to the address below by May 1, 1998. The search will continue until the position is filled.

The University of Windsor is committed to equity and diversity in the workplace and welcomes applications from Aboriginal persons, persons with disabilities, and members of visible minorities. Applications from women are particularly encouraged. In accordance with Canadian Immigration regulations, this advertisement is directed to Canadian citizens and permanent residents of Canada.

The Office of the President
The University of Windsor, 401 Sunning Avenue
Windsor, Ontario N9B 3P4

...it makes sense.

CLASSIFIEDS

Canada: The University of Manitoba encourages applications from qualified women and men, including members of visible minorities, aboriginal peoples and persons with disabilities. The advertisement is directed to Canadian citizens and permanent residents. Further information concerning the University of Manitoba may be obtained from <http://www.umanitoba.ca>. Applicants should send a curriculum vitae and three letters of reference to the address below. The deadline date for applications is May 8, 1998. Dr. David Johnston, Chair of the Search Committee, Faculty of Education, University of Manitoba, 537-202, email: johnston.david@umanitoba.ca, Telephone: (204) 474-8780; Fax: (204) 474-1551.

UNIVERSITY OF MANITOBA — Applications are invited for two tenure-track positions at the Assistant Professor rank, subject to budgetary approval. The University of Manitoba is a research-intensive university with a commitment to an inquiry-based approach to curriculum. 2 Teaching of Social Studies (including History and Geography) at the Senior (Year 12) level. Candidates must have successful teaching experience at the 9-12 level and a commitment to an inquiry-based approach to curriculum. 2 Teaching of Social Studies (including History and Geography) at the Senior (Year 12) level. Candidates must have successful teaching experience at the 9-12 level and a commitment to an inquiry-based approach to curriculum. The closing date for applications is May 8, 1998. The University of Manitoba is a research-intensive university with a commitment to an inquiry-based approach to curriculum. The closing date for applications is May 8, 1998.

dent teachers; (3) participating in the Faculty's service activities; and (4) serving as an advisor between the Faculty and other university departments, practicing professionals, school divisions, and agencies such as the provincial department of education. Salary is dependent on qualifications and experience (1998/99 salary range \$40,868 to \$53,300 under review). The University of Manitoba encourages applications from qualified women and men, including members of visible minorities, aboriginal peoples and persons with disabilities. In accordance with Canadian immigration requirements, this advertisement is directed to Canadian citizens and permanent residents. Letters of application, complete with curriculum vitae, transcripts, and three letters of reference should be forwarded to: Dr. Joan Walten, Department of Curriculum, Humanities and Social Sciences, Faculty of Education, University of Manitoba, 537-202, Phone: (204) 474-9021; Fax: (204) 474-7550; email: walten.joan@umanitoba.ca. The closing date for applications is May 8, 1998.

UNIVERSITY OF MANITOBA — The Department of Educational Administration, Foundations and Psychology, Faculty of Education, University of Manitoba invites applications for a full-time tenure track position at the level of Assistant Professor in the area of Educational Psychology, starting July 1st, 1998 or as soon thereafter as possible. Responsibilities will include: (1) teaching undergraduate courses in the psychology of learning and instruction and inclusive special education; (2) teaching in the Faculty's Bachelor of Education program in the area of Inclusive Special Education; (3) carrying out an active research program; (4) supervising graduate students; and, (5) participating in the Faculty's service activities. Candidates must hold an earned doctorate degree by the start date of the appointment and provide evidence of the ability and potential to initiate and sustain an ongoing, high quality research program. The position is located in the Faculty of Education, University of Manitoba, 537-202, Phone: (204) 474-9021; Fax: (204) 474-7550; email: walten.joan@umanitoba.ca. The closing date for applications is May 8, 1998.

CONCORDIA UNIVERSITY — The Department of Mechanical Engineering is seeking applications for a Limited Term faculty position for one year from June 1998 to May 31, 1999 in the areas of: (a) research in the field of mechanical engineering, (b) teaching in the area of Industrial Engineering, (c) research in the area of Mechanical Engineering and Industrial Engineering, and (d) research in the area of Mechanical Engineering and Industrial Engineering. The Department also has a well established and well funded faculty research activity. The Department also has three strong research centres with focus on Industrial Control, Vehicle Engineering and Composites, as well as a strong research laboratory on Computational Fluid Dynamics. Candidates should have a Bachelor's and a PhD degree in Engineering. The qualified candidate should have a proven record of excellence in teaching and research. The candidate should be able to conduct independent scholarly research and attract external funding. Eligibility for certification as a Professional Engineer in Quebec or in another Canadian province is essential. Knowledge of French would be an asset. Applications including detailed curriculum vitae and names of at least three referees, should be sent to: Dr. S. V. Iyer, Chair, Department of Mechanical Engineering, Concordia University, 1455 de Maisonneuve Blvd. West, H3H 4M4, Montreal, Quebec, H3G 1M6 or by e-mail at concordia@concordia.ca or by fax at (514) 343-7222. The closing date for applications is May 8, 1998.



McGill Faculty Position in Microbiology

McGill University invites applications for a faculty position in the Department of Microbiology and Immunology at the rank of Assistant Professor. Applications are encouraged from candidates who use genetic approaches to study molecular microbiology and microbial physiology in either prokaryotic or eukaryotic systems. An interest in molecular mechanisms of microbial pathogenesis and/or emerging pathogens is desirable. Ph.D. and/or M.D. and relevant post-doctoral experience are required. The successful candidate will be expected to develop an active, externally-funded research program and to supervise the training of graduate students. Additional responsibilities include participation in undergraduate and postgraduate courses. In accordance with Canadian immigration requirements, this advertisement is directed to Canadian citizens and permanent residents of Canada. Non-Canadians and non-residents are encouraged to apply. Closing date for applications is May 1, 1998. Anticipated start date is September 1, 1998.

Applicants should submit a curriculum vitae, a two-page statement of research interests, and the names of three referees who have been requested to send letters of reference to:

Search Committee
Microbial Physiology/Genetics
Department of Microbiology and Immunology
McGill University
3775 University Street, Rm 511
Montreal, Quebec
Canada, H3A 2B4
Fax: (514) 398-7052
E-mail: office@micro.mcgill.ca
Web: <http://www.micro.mcgill.ca>

*McGill University is committed to equity in employment.

BROCK UNIVERSITY

Dean, Faculty of Education

Brock University, located in St. Catharines, Ontario, invites applications for the position of Dean, Faculty of Education. The appointment will commence September 1, 1998 or later as appropriate.

The Faculty includes the Departments of Graduate and Undergraduate Studies, Pre-Service Education and Continuing Studies and offers programs in the following areas: BEd, MEd, and Continuing Studies. Programs and courses are offered at the St. Catharines campus and the University's satellite campus in Hamilton, Ontario with a selected number of MEd and Professional Development courses offered in Niagara and Toronto. The Faculty has 37 full-time, and 200 part-time faculty with approximately 4,300 course enrolments. Brock's Faculty of Education Building contains an excellent instructional resource centre, microcomputer laboratories and teaching rooms.

The Dean will be expected to provide strong collaborative leadership, including long-term academic and research planning, and to provide effective representation of the Faculty within the University, with various education organizations in the province (including the Ministry of Education and the Ontario College of Teachers), and with other organizations in the community. The University seeks an individual with administrative experience, an excellent record of academic achievement in both innovative teaching and peer-reviewed research, and the ability to interact effectively with faculty, students, staff and the teaching profession. The candidate shall have an earned doctorate, professional certification, and teaching experience within the school system.

Applications and nominations should be submitted in confidence by May 1, 1998 to:

Ms. Betty McBride
Secretary to the Advisory Committee
Dr. Dean, Faculty of Education
Brock University
St. Catharines, ON L2S 3A1

In accordance with Canadian immigration requirements, priority will be given to Canadian citizens and permanent residents of Canada. Brock University is an equal opportunity employer.



Queen's University at Kingston Child Development Centre / Hotel Dieu Hospital Developmental Pediatrician

The Division of Developmental and Behavioural Pediatrics seeks a pediatrician with post-fellowship training in developmental pediatrics. The qualified applicant shall be eligible for licensure in Ontario and have a relevant background in research. The position also includes clinical, teaching and administrative responsibilities.

The Child Development Centre provides consultation and continuing service to children with developmental and physical disabilities in an interdisciplinary setting and is a member of the Ontario Association of Children's Rehabilitation Services.

This is a geographic full time position in the Faculty of Health Sciences at Queen's University. Academic rank and remuneration are commensurate with experience.

In accordance with Canadian immigration requirements, this advertisement is directed to Canadian citizens and permanent residents. Queen's University has an employment equity programme, welcomes diversity in the work place and encourages applications from all qualified candidates, including women, aboriginal peoples, people with disabilities and visible minorities.

Letters of application accompanied by a curriculum vitae and the names of three referees should be directed by April 30, 1998 to:

Dr. R. Garth Smith
c/o Child Development Centre
Hotel Dieu Hospital
Kingston, Ontario K7L 5G2
Phone: (613) 544-3400, Ext. 3135
Fax: (613) 545-3557

COMPUTING SCIENCE INSTRUCTOR

Malaspina University-College is a degree granting institution, located on Vancouver Island, with a central campus in Nanaimo and two campuses in Duncan, Penticton, and Powell River. Malaspina offers a comprehensive range of certificate and diploma programs, as well as selected baccalaureate degrees. Teaching experience is stressed in all programs, and individuals with demonstrated ability in undergraduate teaching and ongoing scholarly activity are invited to apply for this position.

A full time, permanent position (subject to funding approval), commencing August 1, 1998, to teach first, second and third year Computing Science courses in the following areas: Data Structures, Database Systems, Computer Hardware and Organization, Systems Analysis, Theory of Computing, Social Implications of Computing, and Operating Systems.

Qualifications Required: Ph.D. in Computing Science; post-secondary teaching experience; an established research program or demonstrated research potential; an ability to teach in a small department in an institution focused on students and teaching; an ability to teach in several of the above-listed subject areas. Candidates must supply curriculum vitae or resume; the names of 3 referees (one of whom supervised the candidate's M.A. or Ph.D. thesis); a statement of the candidate's educational philosophy including research and teaching interests; and copies of most recent teaching evaluations. Short-listed candidates must supply a minimum of 3 reference letters.

Forward applications for Competition 97-4652 to the Director of Human Resources, 500 Fifth Street, Nanaimo, BC V9R 5S5, fax: (250) 755-8702, e-mail: office@mal.ca. Position will remain open until filled.

For more information, please e-mail Dr. Dominique Roelants at d.roelants@mal.ca. We thank all applicants for their interest in Malaspina University-College; however, only candidates selected for interview will be contacted. In accordance with Canadian immigration requirements, this advertisement is directed to Canadian citizens and permanent residents.

ENGINEERING

MEMORIAL UNIVERSITY OF NEWFOUNDLAND — Civil Engineering, Applications are invited for a tenure-track faculty position at the Assistant Professor level. The position is located in the Faculty of Engineering, Memorial University of Newfoundland, St. John's, Newfoundland, Canada, A1B 3X9; Fax: (709) 737-8275; Reference: CV-58 (Geotechnical). The Search Committee will begin to review applications starting May 22, 1998, and will continue to do so until the position is filled. The closing date for applications is May 8, 1998.

Applicants should send a curriculum vitae, transcripts, and three letters of reference to: Dr. S. V. Iyer, Chair, Department of Mechanical Engineering, Concordia University, 1455 de Maisonneuve Blvd. West, H3H 4M4, Montreal, Quebec, H3G 1M6 or by e-mail at concordia@concordia.ca or by fax at (514) 343-7222. The closing date for applications is May 8, 1998.

UNIVERSITY OF GUELPH — School of Engineering. We invite applications for a full-time tenure-track position in Biological Engineering. The position is located in the Faculty of Engineering, University of Guelph, Guelph, Ontario, Canada, N1G 2W1; Fax: (519) 836-1222. The Search Committee will begin to review applications starting May 22, 1998, and will continue to do so until the position is filled. The closing date for applications is May 8, 1998.

UNIVERSITY OF OTTAWA — Department of Chemical Engineering. Tenure-Track Faculty Position. Applications are invited for a tenure-track position in the Department of Chemical Engineering, University of Ottawa, Ottawa, Ontario, Canada, K1N 6N5; Fax: (613) 561-3333. The Search Committee will begin to review applications starting May 22, 1998, and will continue to do so until the position is filled. The closing date for applications is May 8, 1998.

UNIVERSITY OF OTTAWA — Department of Chemical Engineering. Tenure-Track Faculty Position. Applications are invited for a tenure-track position in the Department of Chemical Engineering, University of Ottawa, Ottawa, Ontario, Canada, K1N 6N5; Fax: (613) 561-3333. The Search Committee will begin to review applications starting May 22, 1998, and will continue to do so until the position is filled. The closing date for applications is May 8, 1998.

UNIVERSITY OF OTTAWA — Department of Chemical Engineering. Tenure-Track Faculty Position. Applications are invited for a tenure-track position in the Department of Chemical Engineering, University of Ottawa, Ottawa, Ontario, Canada, K1N 6N5; Fax: (613) 561-3333. The Search Committee will begin to review applications starting May 22, 1998, and will continue to do so until the position is filled. The closing date for applications is May 8, 1998.

The University College of the Cariboo Invites Applications for a

ECONOMICS INSTRUCTOR

Department of Economics & Finance

Competition #98-016

Description: The Department of Economics and Finance invites applications for a full-time faculty position in Economics. Responsibilities include undergraduate teaching primarily at the introductory level but also at the upper level in the areas of the candidate's expertise. The department operates both within the School of Business and the Faculty of Arts. Thus, all fields will be considered, including business economics, history of economic thought and Canadian economic history.

Qualifications:
• Doctorate, or near completion
• Minimum of a BA in Economics with significant teaching experience.

Salary and working conditions are governed by the University College of the Cariboo Faculty Association Collective Agreement. Placement on the salary scale is dependent upon qualifications and experience.

Commencement Date: 01 August 1998
Closing Date for Applications: 15 May 1998

In accordance with Canadian Immigration laws, this is directed to citizens and permanent residents of Canada. The University College of the Cariboo is committed to the principle of employment equity. Please forward current curriculum vitae, quoting the Competition #98-016, with names, addresses and telephone numbers of three (3) referees, along with a copy of graduate transcripts to:

Irene Bazell
Human Resources Officer
The University College of the Cariboo
P.O. Box 3010
Kamloops, BC V2C 5N3

We wish to thank all applicants; however, only those under consideration will be contacted.

CLASSIFIEDS

abilities respond to the diversity and interdisciplinary of early modern studies. The successful candidate should have a PhD in the field, experience in related areas such as theatre, editing, or cultural studies, for example, would be an asset. Duties will involve teaching at senior and introductory levels. Candidates should send a letter of application, a curriculum vitae, teaching evaluations, and a sample of their scholarly writing, and should have three letters of reference sent to Dr. Wynne H. Herenden, Chair, English Language, Literature, and Creative Writing, University of Windsor, Windsor, Ontario N6B 3P4. Complete applications, including letters of reference, should be received by May 15, 1998. The position is subject to final budgetary approval. The University of Windsor is committed to equity and diversity in the workplace and welcomes applications from Aboriginal peoples, persons with disabilities, and members of visible minorities. Applications from women are particularly encouraged. In accordance with Canadian immigration standards, preference will be given to Canadian citizens and permanent residents of Canada.

ENVIRONMENTAL SCIENCE

UNIVERSITY OF MANITOBA—Applications are invited for a full-time tenure-track position in Environmental Science, subject to final budgetary approval at the Assistant Professor level, commencing September 1, 1998, or on a later date that is mutually agreed upon. Minimum qualifications are a PhD and experience in interdisciplinary environmental science. The successful applicant must have demonstrated commitment to interdisciplinary approaches to conservation issues and strategies; integration of biological, physical and social processes; and the capacity to oversee traditional disciplinary boundaries. Duties will include the teaching of introductory and advanced undergraduate courses in conservation. The successful applicant will also be expected to establish and conduct a strong research program and supervise graduate students, and may be cross-appointed to an appropriate department to accomplish this. The salary range for the position

is \$40,868 to \$62,509. The Environmental Science Program is a successful interdisciplinary four-year program, with cooperative education opportunities. Further information about the Program can be obtained from <http://www.umanitoba.ca/faculties/science/>. The University of Manitoba encourages applications from qualified persons, including members of visible minorities, Aboriginal peoples, and persons with disabilities. This advertisement is directed to Canadian citizens and permanent residents of Canada. Applicants should send a curriculum vitae and summaries of teaching and research interests to the address below. Applicants should also provide the names along with postal addresses, phone and fax numbers, and email addresses of three referees to: Dr. Gordon Robinson, Chair, Environmental Science Search Committee, Associate Dean, Faculty of Science, University of Manitoba, Winnipeg, Manitoba, Canada, R3T 2N2. Phone: (204) 474-8310; Fax: (204) 474-9516; email: gsr@cc.umanitoba.ca. Closing date for receipt of applications is June 1, 1998.

FAMILY MEDICINE

UNIVERSITY OF MANITOBA—The Department of Family Medicine, Faculty of Medicine, at the University of Manitoba invites applications for a contingent, geographical full-time academic physician. The position is based at the Family Medicine Clinic, the residency training unit at St. Boniface General Hospital, and may also include an appointment as Director of the residency training unit based at the Family Medicine Clinic. Candidates must be eligible for registration with the College of Physicians and Surgeons of Manitoba. At least three years of family practice experience, certification in family medicine from the College of Family Physicians of Canada, and willingness to develop research skills are desirable. Successful applicants will be involved in the training of family practice residents, medical students and other health professionals. Salary and rank will be commensurate with qualifications and experience. The University of Manitoba encourages applications from women and men, including members

of visible minorities, Aboriginal peoples and persons with disabilities. In accordance with Canada Employment and Immigration requirements, this advertisement is directed to Canadian citizens and permanent residents. This position will be available July 1, 1998. Closing date for applications is April 30, 1998. Applications accompanied by a curriculum vitae and names of three referees should be submitted to: Dr. Peter Kirk, Professor and Head, Department of Family Medicine, 6500-459 Tache Avenue, Winnipeg, Manitoba, R2H 2A6, Telephone: (204) 272-2297; Fax: (204) 272-0302.

FINE ARTS

OKANAGAN UNIVERSITY COLLEGE—College Professor, Fine Arts, Kelowna Centre. Okanagan University College is a comprehensive University College offering a range of undergraduate degree, diploma, vocational, developmental, career, health and technical programs. Following seven years of partnerships with the University of British Columbia and the University of Victoria, OUC began to offer degree programs as an independent degree granting institution commencing in the fall of 1996 in arts and sciences (various majors), Education, Nursing, Social Work and Fine Arts. OUC operates campuses in Kelowna, Vernon, Salmon Arm and Penticton, with degree completion programs concentrated in Kelowna. The Department of Fine Arts in the Faculty of Arts and Education requires a College Professor to teach in the Bachelor of Fine Arts program. The successful candidate should be qualified in two or more of the following areas: computer applications for artists, design, photography, video, or other alternative media. The ability to teach foundation courses may be useful. Required qualification is a Master of Fine Arts or equivalent, post-secondary teaching experience, and a substantial exhibition record. This is a continuing appointment effective August 4, 1998. Salary and working conditions are governed by the Okanagan University College Faculty Salary Schedule. Applications should be submitted to the salary scale is dependent upon qualifications and experience. Please submit a curriculum

vitae, the names, addresses and telephone numbers of three referees, and a portfolio of slides by May 15, 1998, to: Competitions, 104-2383 (B.C.), Employee Relations Division, Okanagan University College, 1000 K.L.O. Road, Kelowna, BC V1Y 0X8. Fax: (250) 862-5415. Okanagan University College wishes to thank all applicants for their interest. Only those applicants selected for further consideration will be contacted.

FOODS & NUTRITION

UNIVERSITY OF MANITOBA—The Department of Food and Nutrition, University of Manitoba offers an integrated undergraduate program in food and nutrition sciences, and a graduate program that emphasizes research in nutrition and metabolism, nutrition and health in a community setting, food chemistry and food quality. The Department has expanded its research and graduate programs, enrollment has increased by fifty percent, research space has doubled and research funding has more than doubled. The Department is undergoing expansion into new teaching and research areas and we invite applications for two tenure-track positions, one in Human Nutrition and the other in Food Quality and Management. These two positions are at the Assistant Professor level and commence July 1, 1998. Applicants for the Human Nutrition position should have a PhD in nutrition or a related discipline. The successful candidate is expected to teach courses in nutrition to health care professionals in other faculties, participate in departmental graduate program and develop an independent research program with external funding. Applicants for the Food Quality and Management position should hold a PhD in food science or a related discipline. The successful candidate is expected to teach undergraduate courses in food composition, food quality, and management of food service systems, participate in the department's graduate program and develop an independent research program with external funding in the area of food quality. The applicable salary range for an Assistant Professor is \$40,868 to \$62,509. Starting salary will be commensurate with qualifications. The University of Manitoba encourages applications from qualified women and men, including members of visible minorities, Aboriginal peoples, and persons with disabilities. This advertisement is directed to Canadian citizens and permanent residents. Applicants should send a curriculum vitae, transcripts, resumes, research objectives, and the names, addresses and telephone numbers of three referees to: Dr. Dennis Fitzpatrick, Head, Department of Foods and Nutrition, University of Manitoba, Winnipeg, MB, Canada R3T 2N2. Tel: 204-474-8080, email: fitzp@cc.umanitoba.ca. Application deadline: May 15, 1998.

FRENCH

UNIVERSITY OF KING'S COLLEGE—See advertisement under "Humanities."

FRENCH EDUCATION

UNIVERSITY OF CALGARY—French Education. Applications are invited for a Limited Term Sessional Instructor position for the 1998-99 academic year, to replace a professor on leave. This position is in French Education, with French as a second language and French immersion in secondary schools teacher education programs. The offer will be subject to final budgetary approval. The Faculty of Education at the University of Calgary seeks applicants who are willing to take risks and are confident in a Faculty which wishes to lead both in innovation and soundness of program. We have moved from a traditional pres-

ential teacher preparation program to one which is practice based, problem oriented, and aims to integrate theory and practice in the most intimate way. We are preparing a new generation of teachers who welcome diversity, work closely with parents, and who see a classroom setting as an opportunity to continually improve educational practice and theory. In accordance with Canadian immigration requirements, priority will be given to Canadian citizens and permanent residents of Canada. The University respects, appreciates and encourages diversity. Salary will be commensurate with qualifications and experience. Applications must be received by April 30, 1998. Apply with curriculum vitae, and have three letters of reference directed to: Dr. Robert O'Reilly, Associate Dean, Faculty of Education, University of Calgary, 2500 University Drive NW, Calgary AB T2N 1N4.

GEOGRAPHY

UNIVERSITÉ D'OTTAWA—Département de géographie. Le département est à la recherche d'un(e) professeur(e) en SIG/développement pour combler un poste au rang de professeur(e)-adjoint(e) à la permanence avec entrée fonction le 1^{er} janvier 1998. Les candidats doivent être détenteurs d'un PhD en géographie et pouvoir enseigner des cours de SIG et de développement informatique aux étudiants en français qu'en anglais. Ils doivent posséder un excellent sens de l'organisation et avoir monté un projet professionnel. Les candidats doivent mettre son plan d'enseignement de recherche, incluant la direction de thèses. L'infrastructure du département pour les SIG est excellente et comprend des laboratoires d'informatique pour les étudiants. Le traitement dépend des qualifications, selon les dispositions de la convention collective en vigueur. Les dossiers de candidatures comprenant un curriculum vitae, une description des intérêts de recherche, des publications choisies et trois lettres de recommandation, doivent être envoyés au plus tard le 30 avril 1998 au: Professeur A. Lewkowicz, directeur, Département de Géographie, Université d'Ottawa, Ottawa, Ontario, Canada K1N 6N5; téléphone: (613) 562-5704, fax: (613) 562-5145; courriel: lewkowicz@lewkowicz.ottawa.ca. L'université a une politique d'égalité en matière d'emploi et encourage fortement les femmes à présenter leur candidature. En vertu des règlements d'immigration Canada, cette annonce s'adresse aux citoyens canadiens et aux immigrants réguliers.

UNIVERSITY OF OTTAWA—Department of Geography. Applications are invited for a tenure-track position at the Assistant Professor level in GIS/remote sensing, beginning July 1, 1998. Applicants must have a PhD in Geography and be able to teach GIS and remote sensing courses at the undergraduate and graduate levels. Applicants should be capable of teaching in both English and French. Candidates must have an excellent research record, or demonstrated potential, and will be expected to develop a vigorous research program, including the supervision of graduate students. GIS facilities in the Department of Geography are excellent, and include newly equipped computer laboratories. Salary will be commensurate with qualifications and experience, and consistent with the University's Collective Agreement. Applications, including a curriculum vitae, a statement of research interests, selected publications, and three letters of reference should be sent to: May 15, 1998, to: Dr. A. Lewkowicz, Chair, Department of Geography, University of Ottawa, Ottawa, Ontario, Canada K1N 6N5; phone: (613) 562-5704; fax: (613) 562-5145; email: lewkowicz@lewkowicz.ottawa.ca. The University is committed to an employment equity

program and strongly encourages applications from women. In accordance with Canadian immigration requirements, this advertisement is directed to Canadian citizens and permanent residents.

GEOLOGY

ST. FRANCIS XAVIER UNIVERSITY—Department of Geology. St. Francis Xavier University is now inviting applications for a 18-month substantial replacement in the Geology Department at the rank of Assistant Professor. The appointment will commence September 1, 1998. The successful candidate will be expected to teach courses in sedimentology and stratigraphy, paleontology, and two one-term courses from among geomorphology, Earth history, or geophysics and/or hydrology. Applicants are asked to submit a curriculum vitae and names and addresses for at least three referees to: Dr. Michael Melhorn, Department of Geology, St. Francis Xavier University, P.O. Box 5000, Antigonish, NS, Canada B2G 2W5. Further information can be obtained by contacting Dr. Melhorn by e-mail: cmelhorn@stfx.ca, phone: (902) 867-5177, or fax: (902) 867-2457, or at the web site of the Geology Department: <http://stfx.ca/~geology/>. Applications for this position must be received no later than April 17, 1998. In accordance with Canadian immigration requirements, this advertisement is directed to Canadian citizens and permanent residents.

UNIVERSITY OF REGINA—The Department of Geology, Faculty of Science. The University of Regina is now inviting applications for a two-year term appointment within the Department of Geology at the rank of Assistant Professor. The appointment will commence July 1st 1998, subject to budgetary approval. The successful candidate will have a geoscience PhD and be expected to develop and teach courses in several of the following: structural geology, metamorphic petrology, mineralogy, mineralogy, and/or exploration geochronology. The successful candidate must have a demonstrated teaching ability and a strong commitment to research. It is anticipated that the position will convert to a full-time, tenure track position. Applicants are asked to submit a curriculum vitae and the names and addresses for at least three referees to: Dr. Stephen L. Bend (Head), Department of Geology, University of Regina, Regina, Saskatchewan, S4S 0A2. Digital applications via email, using stephen.bend@uregina.ca are acceptable. An application for this position must be received no later than April 30, 1998. The University of Regina is committed to employment equity in accordance with Canadian immigration requirements, priority will be given to Canadian citizens and permanent residents of Canada.

GERMAN

UNIVERSITY OF SASKATCHEWAN—Department of Languages and Linguistics. One-Year Replacement Position in German. The Department of Languages and Linguistics invites applications for a one-year replacement position in German, commencing July 1, 1998, at the rank of Assistant Professor. Primary duties will involve teaching German language courses at all levels to undergraduate students. The applicant must have a minimum of an M.A., a successful teaching record at the university level, and possess native or near native fluency in German and English. The Department seeks a candidate who is committed to developing an energetic undergraduate German program. Preference will be given to candidates with specialization and experience in university-level German language education. Candidates should submit their curriculum vitae and arrange for three current letters of reference to be sent directly to: Dr. Mary Marino, Head,

FORESTRY

ASSISTANT OR ASSOCIATE PROFESSOR

The University of Northern British Columbia is a new Canadian university which opened in September 1994. UNBC has a regional mandate to serve the northern two thirds of the province, with regional offices in Prince Rupert, Fort St. John and Quesnel, and a main campus located in Prince George (population 75,000). Our interdisciplinary approach to natural resources education includes degree offerings at the BSc, MSc and PhD levels. These tenure track positions are assigned to the Forestry Program and include a variety of teaching, research and service activities with an emphasis on northern interior forests.

Applications are invited for two tenure-track positions within the College of Science and Management. The positions include a variety of teaching, research, and service activities relating to the sustainable management of forest resources. One position is intended for applicants with primary interests and expertise in silviculture. For the other position, we welcome applicants from a range of specialties that include, but are not limited to, resource economics, forest mensuration, forest operations, and integrated resources management.

A Ph.D. in Forestry or a closely related field with a demonstrated commitment to teaching excellence is essential. Professional experience in boreal or sub-boreal forests is an advantage, as is experience with a wide variety of silvicultural systems. You must possess strong quantitative skills and a keen interest in interdisciplinary and innovative research to support sustainable management of forest ecosystems.

The preferred starting date for these positions is July 1, 1998, subject to budgetary approval, and applications received prior to April 30, 1998 will be given preference.

Forward letters of application, accompanied by the names, addresses and phone numbers of three references, to: Deborah Poff, Vice President Academic, University of Northern British Columbia, 3333 University Way, Prince George, BC, V2N 4Z9. Fax: (250) 960-5791. While we greatly appreciate all the replies we receive, we regret that we are only able to reply to applicants of immediate interest.

In accordance with Canadian immigration requirements, priority will be given to Canadian citizens and permanent residents of Canada. The University of Northern British Columbia is committed to employment equity and encourages applications from women, Aboriginal peoples, persons with disabilities and members of visible minorities.



UNIVERSITY OF BRITISH COLUMBIA

Department of Forest Sciences

We invite applications for an endowed Forest Renewal British Columbia chair in Applied Conservation Biology in the Department of Forest Sciences. Possible areas of expertise sought include terrestrial vertebrate population ecology, and community ecology in terrestrial and/or riparian systems, preferably using experimental approaches to examine community dynamics. Teaching experience and work in managed systems are desirable. Successful candidates will be expected to teach undergraduate and graduate courses in the Natural Resources Conservation and Forestry Programs, supervise graduate students, and conduct externally funded research. Academic appointment level will be commensurate with experience.

The forests of British Columbia are rich and varied, and forest management is an exciting phase where new demands for forest use and conservation include a wide range of products and processes. Unmanaged forests as well as plantation forests will require new ecological and conservation approaches to satisfy diverse demands.

The University of British Columbia Faculty of Forestry has well established programs in several areas of biology and wildlife conservation, including the Centre for Applied Conservation Biology. Faculty members interact with members of the Centre for Biodiversity Research, the Sustainable Development Research Institute, the Institute for Resources and Environment and various academic departments across the University.

The University of British Columbia hires on the basis of merit and is committed to employment equity. We encourage all qualified persons to apply. In accordance with Canadian immigration requirements, this advertisement is directed to Canadian citizens and permanent residents of Canada.

The closing date is May 15, 1999 or until a suitable candidate is found. Please direct enquiries and applications consisting of a Curriculum Vitae, the names of three referees, and a brief outline of teaching expertise and research interests, to:



Dr. Kathy Martin
Department of Forest Sciences
University of British Columbia, 2357 Main Mall
Vancouver, BC, Canada V6T 1Z4
Tel: (604) 822-9695; Fax: (604) 822-5410
E-mail: kmartin@unixg.ubc.ca

Please direct general enquiries about the department and the Faculty of Forestry to Carrie Seto: Tel: (604) 822-3553; Fax: (604) 822-9102; E-mail: cscto@unixg.ubc.ca. Additional information can be obtained from the UBC Forestry website: <http://www.forestry.ubc.ca>

An unwavering commitment to excellence

in research, teaching and service

Department of Mechanical and Manufacturing Engineering

We invite applications for two tenure-track positions at the Assistant Professor level. These positions are effective July 1, 1998 or as soon after as possible. Candidates must hold a PhD in Mechanical Engineering or a related field. The department has Major and Minor programs in Mechanical and Manufacturing Engineering, as well as a Minor program in Petroleum Engineering. Doctoral and Masters programs are offered in Mechanical and Manufacturing and Engineering for the Environment. For both positions, industrial and teaching experience will be assets as you will be expected to teach at the undergraduate and graduate levels as well as conduct research and supervise graduate students.

Position I

Expertise in mechanics and design with a research interest in the mechanics areas such as biomechanics, solid or applied mechanics, or computer-aided manufacturing is expected.

Position II

Expertise in the area of Heat Transfer and Fluid Dynamics is required and a research interest in the environmental aspects of energy resource operation, fluid dynamics or relevant thermofluids area would be advantageous.

You are expected to apply for registration as a Professional Engineer in Alberta.

In accordance with Canadian immigration requirements, priority will be given to Canadian citizens and permanent residents of Canada. The University of Calgary respects, appreciates and encourages diversity.

Applicants should submit an up-to-date curriculum vitae and the names of three referees by May 15, 1998. Please designate your position preference as I or II. Send completed packages to:

Professor G. T. Reader, Head,
Department of Mechanical and Manufacturing Engineering,
University of Calgary, 2500 University Drive NW,
Calgary, Alberta, Canada T2N 1N4
Phone: 403-220-5770 Fax: 403-282-8406
Email: cmmeadm@enme.ucalgary.ca



www.ucalgary.ca

ANNONCES CLASSEES

Department of Languages and Linguistics, University of Saskatchewan, 105 Wiggins Rd., Saskatoon, SK S7N 5E5. The closing date for applications is May 15, 1998. The University is committed to Employment Equity. Members of Designated Groups (women, aboriginal people, people with disabilities and visible minorities) are encouraged to self-identify on their applications. This position has been created for advertising at the top two level. Applications are invited from qualified individuals, regardless of their immigration status, in accordance with Canadian immigration requirements. This advertisement is directed to Canadian citizens and permanent residents.

UNIVERSITY OF KING'S COLLEGE — See advertisement under "Humanities".

HEALTH STUDIES & GERONTOLOGY

UNIVERSITY OF WATERLOO — Health Studies and Gerontology. Tenure-track Position. Behavioural/Social Science. The Department of Health Studies and Gerontology, University of Waterloo has available a tenure-track position for a behavioural or social scientist with strong interest in population health and the prevention and management of chronic disease, with an emphasis on cancer. Candidates whose interests complement the department's initiatives in health and aging would be particularly attractive. The department has close ties to the Centre for Behavioural Research and Program Evaluation funded by the Canadian Cancer Society through the National Cancer Institute of Canada, located at the University of Waterloo. We expect the appointment to occur by the beginning of the Fall 1998 term. Applicants must have a PhD or equivalent and a commitment to both funded research and teaching. An appointment at the rank of Assistant to Associate Professor is anticipated. Send Curriculum Vitae and three letters of reference by June 1, 1998 to Roy Cameron, Faculty Search Committee, Department of Health Studies and Gerontology, University of Waterloo, Waterloo, Ontario, N2L 3G1, Canada. In accordance with Canadian Immigration requirements, this advertisement is directed to Canadian citizens and permanent residents. The University of Waterloo encourages applications from qualified individuals, including women, members of visible minorities, native people, and persons with disabilities. This appointment is subject to the availability of funds.

HISTORY

UNIVERSITY OF KING'S COLLEGE — See advertisement under "Humanities".

UNIVERSITY OF WINDSOR — Department of History, Philosophy and Political Science. Tenure Track Appointment. The History, Philosophy and Political Science BAU of the University of Windsor invites applications, subject to final budget approval, for a tenure-track appointment commencing July 1, 1998. The appointment will be made at the Assistant Professor level in the field of Modern British History with a focus on the 19th and 20th centuries. Ability to teach the history survey course is an advantage. A completed PhD, teaching experience and research publications are required. Canadian citizens and permanent residents are preferred. The University of Windsor is an Equal Opportunity Employer. Applications should be sent to: Dr. Gordon F. Henderson, Chair in Human Rights, The University of Windsor, Windsor, Ontario N9B 3P4, Fax: (519) 937-7964. Applications will be accepted until May 15th, 1998. The University of Windsor is committed to employment equity and welcomes applications from women, members of visible minorities, aboriginal people, and persons with disabilities. Applications from women are particularly encouraged. In accordance with Canadian immigration requirements, this advertisement is directed to Canadian citizens and permanent residents.

arrange to have three letters of reference sent to: Dr. Bruce Tucker, Head, History, Philosophy and Political Science BAU, University of Windsor, Windsor, Ontario N9B 3P4, Fax: (519) 937-7964. Applications will be accepted until May 15th, 1998. The University of Windsor is committed to employment equity and welcomes applications from women, members of visible minorities, aboriginal people, and persons with disabilities. Applications from women are particularly encouraged. In accordance with Canadian immigration requirements, this advertisement is directed to Canadian citizens and permanent residents.

DALHOUSIE UNIVERSITY — The Department of History invites applications for a ten month teaching position in Modern European history at the rank of sessional lecturer or visiting assistant professor (September 1998-June 1999), subject to the availability of funds. Ability to teach a large general European survey class as well as courses and seminars in post-1789 Continental European history of France and Russia is essential. Minimum qualifications are ABQ, although a completed PhD and some teaching experience are preferred. In accordance with Canadian immigration requirements, this advertisement is directed to Canadian citizens and permanent residents. Dalhousie University is an Equal Opportunity/Affirmative Action Employer. The University encourages applications from qualified aboriginal people, persons with a disability, racially visible people and women. Please send a letter of reference, a curriculum vitae, university transcripts, and three confidential letters of approval to: Dr. Michael S. Cross, Chair, European Search Committee, Department of History, Dalhousie University, Halifax, Nova Scotia B3H 3J5. Closing date is April 30, 1998.

HISTORY IN ART

UNIVERSITY OF VICTORIA — The Department of History in Art, University of Victoria, invites applications for a limited-term appointment as a two-year term at the rank of Assistant Professor, effective July 1, 1998. The successful applicant will be expected to teach in the field of the history of art and architecture or the area of European and North American 19th and 20th century art, and to assume other departmental responsibilities. Applicants should have a PhD degree and relevant teaching experience; ability to teach the introductory survey course and to assist in a second art historical course are desirable. A letter of application, curriculum vitae, and three letters of reference should be sent to: The Chair, Department of History in Art, University of Victoria, P.O. Box 1800, Victoria, B.C., Canada V8W 2Y2. Fax: (250) 721-7941. The closing date for receipt of applications is 30 April 1998. The University of Victoria is committed to employment equity and encourages applications from women, members of visible minorities, aboriginal people, and persons with disabilities. In accordance with Canadian immigration requirements, this advertisement is directed to Canadian citizens and permanent residents.

HUMAN RIGHTS

THE UNIVERSITY OF OTTAWA invites applications for the position of the Chair in Human Rights, The Gordon F. Henderson Chair in Human Rights, The

position is normally for a one-year term commencing July 1, 1997. The Chair is located in the Human Rights Research and Education Centre at the University of Ottawa which was created in 1981 and pursues the goal of human rights research, education and promotion in Canada and internationally. The Gordon F. Henderson Chair in Human Rights is central to the University's efforts to support research and education on critical human rights issues, and serve the needs of students, scholars and institutions both Canadian and international for human rights research, analysis and education. The Chairholder should be an innovative scholar who is capable of expanding the field of research knowledge in the human rights area. Core of the Chairholder could include teaching a human rights course, developing and/or implementing a research or education project of major proportions and giving special lectures to the University and larger community in the area of the Chairholder's area of expertise. The University of Ottawa is a bilingual institution (French and English) and ability to function in English and French is an asset which will be considered in the selection of the Chair. Employment Equity is a University policy. The University strongly encourages applications from women. Application deadline: August 1, 1998. Applications: including a curriculum vitae, the name of three potential referees and any other supporting documents attesting to excellence in research and teaching in the area of human rights should be sent to: Dr. Gilles Patry, Vice-Rector, University of Ottawa, 145, rue Jean Jacques, 145, Ottawa, Ontario K1N 6N5.

UNIVERSITY OF OTTAWA fait appel de candidatures et de lettres de recommandation pour la chaire Gordon F. Henderson des droits de la personne. Ce poste est normalement pour une période d'un an, à compter du 1er juillet 1997. La chaire est située au Centre de recherche et d'éducation sur les droits de la personne de l'Université d'Ottawa qui a été créée en 1981 et qui se consacre à la recherche, à l'éducation et à la promotion des droits de la personne au Canada et sur le plan international. La chaire Gordon F. Henderson des droits de la personne est centrale à l'effort de l'Université d'Ottawa de soutenir la recherche et l'éducation dans le domaine des droits de la personne et de servir les besoins de la population étudiante, des universitaires et des institutions, canadiennes et internationales, pour la recherche et l'éducation sur les droits de la personne. Le titulaire de la chaire devrait être un chercheur innovateur ou une chercheuse innovatrice qui est capable de faire avancer la recherche dans le domaine des droits de la personne. Les fonctions du titulaire de la chaire devraient inclure l'enseignement d'un cours de droits de la personne, le développement et/ou la mise en œuvre d'un projet de recherche ou d'éducation de grande envergure et la présentation de conférences dans son champ d'expertise devant la communauté universitaire et la communauté en général. L'Université d'Ottawa est une institution bilingue (français et anglais). La capacité de travailler en français et en anglais est un des critères de sélection. L'Université d'Ottawa a une politique d'équité en matière d'emploi. L'Université encourage fortement les femmes à poser leur candidature. La date limite pour poser sa candidature est le 1er août 1998. Prière d'envoyer sa demande, accompagnée d'un curriculum vitae, du nom de trois répondants et de tout autre document justifiant l'excellence en recherche et en enseignement dans le domaine des droits de la personne, à Monsieur Gilles Patry, Vice-recteur, Université d'Ottawa, 145, rue Jean Jacques, 145, Ottawa (Ontario) K1N 6N5.

HUMANITIES
THE UNIVERSITY OF KING'S COLLEGE invites applications for the position of Teaching Fellow in the Foundation Year Programme (one-year sessional contract beginning July 1, 1998 with possibility of further renewal). Duties include teaching and marking responsibilities in an interdisciplinary programme for first-year students which combines Western thought and culture (including literature, history, philosophy, religion and art) from ancient Greece to the present, approximately six hours a week of classes plus eight hours attendance at lectures. All candidates will have an MA or equivalent in some area of humanities or social sciences as a minimum. The position is subject to enrolment. Salary, approximately \$20,750 to \$23,750 (1997-1998). Applications, including a curriculum vitae and three letters of reference, should be sent to: Dr. Hel Robertson, Director, Foundation Year Programme, University of King's College, Halifax, Nova Scotia B3H 2A1. Closing date for applications: 1 May 1998.

ITALIAN

SAINT MARY'S UNIVERSITY — The Department of Modern Languages and Classics, Saint Mary's University, seeks a part-time instructor to teach one course in Beginning University Italian during the academic year beginning Sep-

tember 1, 1998, subject to budgetary approval. Applicants should hold an M.A. degree, possess native or near-native fluency in Italian and have a successful university teaching experience. Letters of application accompanied by an up-to-date curriculum vitae, copies of teaching evaluations, teaching dossier (if available), and the names of three referees should be addressed to: Dr. A. J. Farrell, Acting Chair, Modern Languages & Classics, Saint Mary's University, 523 Robt Street, Halifax, Nova Scotia B3H 3C3, Fax: (902) 420-5110. Closing date for applications is April 15, 1998. This advertisement is directed to Canadian citizens and permanent residents. Saint Mary's University is committed to the principles of Employment Equity. Visit our website: <http://www.smu.ns.ca>.

LANGUAGES, LITERATURES & LINGUISTICS

YORK UNIVERSITY — Faculty of Arts, Department of Languages, Literatures and Linguistics. Applications are invited for a contractually limited (one-year) appointment at the rank of Assistant Professor or Lecturer in Linguistics, rank dependent upon qualifications. The appointment commences July 1, 1998, subject to budgetary approval. Qualifications: PhD or ASO with an expected completion date prior to September 1, 1998, a strong research record, publications and demonstrated teaching ability. The department is seeking a versatile candidate whose primary area of research is in the area of syntax. The Linguistics Program at York offers a broad range of courses and encompasses a variety of interests and theoretical approaches. Consequently, in addition to teaching syntax at the undergraduate level, the successful candidate will have competence in and be prepared to teach in the following areas: phonology, second language acquisition and discourse analysis. Applicants should send a curriculum vitae and arrange to have three letters of recommendation

and copies of peer and student teaching evaluation forms sent to: Prof. Barry Miller, Acting Chair, Department of Languages, Literatures and Linguistics, Faculty of Arts, York University, 4700 Keele St., Toronto, Ontario M3J 1Y3. The deadline for applications is April 15, 1998. If requested to do so, candidates should be prepared to submit samples of scholarly work. York University is implementing a policy of employment equity, including affirmative action for women faculty. In accordance with Canadian immigration requirements, this advertisement is directed to Canadian citizens and permanent residents of Canada.

LIBRARY

THE UNIVERSITY OF MANITOBA LIBRARIES invites Applications for the Position of Reference Librarian E.K. Williams Law Library. Reporting to the Head, the incumbent has responsibilities in the following areas: To provide information services and training to library patrons, including the preparation of bibliographies and research guides and conducting computer-assisted legal research. To administer the Robson Hall computer classroom and to supervise the reference assistance and computer technicians. To act as the library liaison for online information vendors; to manage the Library's CD-ROM, data diskette, online database and website. To assist in collection decisions and collection responsibilities. To coordinate reference services with other library units and to participate in interlibrary loan agreements as assigned. To participate in the related duties as assigned. To participate in the development and maintenance of the role and objectives of the unit. Qualifications: A degree from an ALA-accredited library program. An LL.B. or J.D. degree highly preferred; a strong combination of equivalent education and experience, as well as a second degree in a related subject, may also be considered. Previous experience in an academic library and familiarity with reference

NEW FACULTY POSITION IN WOOD ADHESIVES AND COMPOSITES

Department of Wood Science

The University of British Columbia

The Faculty of Forestry has established a new undergraduate Wood Products Processing degree program to prepare graduates for careers in Canada's primary and secondary wood products industries. The Faculty maintains a wood products laboratory to support education programs and advanced research in various fields of wood products and advanced wood processing relevant to the needs of Canada's primary and secondary wood industry.

A new tenure-track Faculty appointment is available in the field of Advanced Wood Adhesives and Wood Composites. The candidate will be responsible for delivering undergraduate courses including: Wood Adhesives and Coatings, Glued Wood Products and a graduate course in Wood Composites. The candidate must develop a basic and applied research and extension program to address the issues important to the primary end secondary wood products manufacturing industry.

The successful applicant will have an outstanding background in polymer or wood chemistry and the experience to undertake leading edge fundamental physical-chemical research on wood - adhesive interactions at the micro and macro scale. A Ph.D. is required. Experience in wood products research is an asset. The research program should involve the development of fundamental knowledge of wood-adhesive bonding mechanisms in both wood and fibre composite materials and application of that knowledge to improve wood and fibre composite manufacturing operations and the performance of wood and fibre composites under in-service environmental conditions.

Salary will be commensurate with qualifications. UBC hires on the basis of merit and is committed to employment equity. We encourage all qualified applicants to apply. In accordance with Canadian immigration requirements, priority will be given to Canadian citizens and permanent residents of Canada. Program information is available on our web sites: www.wood.ubc.ca and www.cawp.ubc.ca. Applications must include a Curriculum Vitae and the names of at least three references. The closing date for the competition is May 15, 1998 or until the position is filled. Mail or fax applications to:



Dr. J. David Barrett
Head, Department of Wood Science
University of British Columbia
385 - 2357 Main Mall
Vancouver, BC
Fax: (604) 822-9104



Assistant/Associate Professor Marketing — School of Business

Applications are invited for a tenure-track position in Marketing at the rank of Assistant Professor or Associate Professor. Preference will be given to candidates with expertise in Market Research and Marketing Strategy and with research interests in informatics, logistics, or service marketing. Ph.D. in Marketing and evidence of teaching effectiveness and research potential are required. The appointment involves teaching at the undergraduate and graduate levels. Position available July 1, 1998 or January 1, 1999. Salary: Competitive. In accordance with Canadian immigration requirements, this advertisement is directed to Canadian citizens and permanent residents of Canada. Dalhousie University is an Employment Equity/Affirmative Action employer. The University encourages applications from qualified Aboriginal people, persons with a disability, racially visible people, and women. Applicants should send a c.v., names of three references, and a sample of research work to: Dr. D.A. Schellack, School of Business, Dalhousie University, 6152 Coburg Road, Halifax, NS B3H 1Z5, Canada



DALHOUSIE UNIVERSITY

Dean — Faculty of Architecture

Dalhousie University invites applications and nominations for the position of Dean of the Faculty of Architecture.

The Faculty includes the School of Architecture and the Department of Urban and Rural Planning. It has 17 full-time faculty, 100 undergraduate students and 150 graduate students. The Architecture program emphasizes the synthesis of humanities and technology in the design of buildings and urban spaces. The graduate program in Planning addresses the integration of urban and rural planning. Co-operative work experience, national and international, is a vital part of both professional programs. The Faculty also offers post-professional programs in Architecture and Environmental Design Studies.

The Faculty is part of DalTech, a college of applied science and technology within Dalhousie. DalTech is successor to the Technical University of Nova Scotia, which amalgamated with Dalhousie in April 1997. The amalgamation presents substantial opportunities for the Faculty's further growth and advancement.

Desired qualifications for candidates are a post-professional degree in architecture, credentials for appointment at the rank of full professor with tenure, and eligibility for professional registration. The candidate should demonstrate design excellence, distinguished academic leadership, and significant administrative and communication abilities. Experience in planning would also be an asset. The Dean also serves as Director of the School of Architecture, and is expected to join his/her colleagues as an active teacher and researcher/practitioner.

Please send a letter of application or nomination, including a curriculum vitae and names and addresses of three references, to: Dr. Warwick Kinnunen, Acting Vice President (Academic and Research), Chair, Dean of Architecture Search Committee, Dalhousie University, Arts and Administration Building, Halifax, NS Canada B3H 4H6.

Applications are invited from all qualified individuals, regardless of citizenship. Review of applications will begin on May 1, 1998 and will continue until the position is filled. Additional information about the Faculty of Architecture is available on its web site (www.dal.ca/architecture).

Dalhousie University is an Employment Equity/Affirmative Action Employer. The university encourages applications from qualified aboriginal peoples, persons with a disability, racially visible persons, and women.



The University of Western Ontario

Joint Academic Appointment in Education & Communications

The Faculty of Education and the Faculty of Communications and Open Learning invite applications for a full-time probationary (tenure-track) faculty appointment at the rank of Assistant Professor. This position is a joint appointment between the two units. Candidates should have a Ph.D. in Education, Communications, or related discipline, and show evidence of strong research potential and excellence in teaching. Teaching experience in schools would be an asset.

Applicants should have research and teaching expertise that incorporates the ability to evaluate critically the impact of learning technologies on learning processes. The successful candidate will demonstrate a disciplinary or theoretical framework that will guide his/her research and teaching on distance, multimedia, hypertextual and other technologies in education at the primary, secondary and post-secondary levels. The successful applicant will bring enthusiasm, academic strength, and collaborative abilities to two units: the Faculty of Communications and Open Learning, which takes as its scholarly domain the role of information, media and communications in the lives of individuals and in society; and to the Faculty of Education where the successful candidate will strengthen the area of technologically-mediated learning and will contribute to teaching and research in an appropriate area of pedagogy. Teaching duties will include collaborative development and delivery of courses with the undergraduate program in Media Information and Technology in the Faculty of Communications and Open Learning as well as teaching within the Faculty of Education at the undergraduate and graduate levels.

Interested candidates should send a curriculum vitae and the names and addresses of three referees to:

Dr. Allen Pearson
Dean, Faculty of Education
The University of Western Ontario
1137 Western Road
London, Canada N6G 1G7

The closing date for applications is April 30, 1998.

This position is subject to budget approval. In accordance with Canadian Immigration requirements, priority will be given to Canadian Citizens and Permanent Residents of Canada. The University of Western Ontario is committed to employment equity, welcomes diversity in the workplace, and encourages applications from all qualified individuals including women, members of visible minorities, aboriginal persons, and persons with disabilities.

CLASSIFIEDS

services, bibliographic instruction, and collection development are desired. Demonstrated knowledge of library information services, emerging electronic information sources, and their application to libraries. Experience with the application of computer systems to support information services including technical skill related to hardware and software. Experience with CD-ROM, online databases, and Internet teaching preferred. Ability to conduct effective information education; previous experience in university teaching preferred. Must be highly motivated and self-directed, and have the ability to work independently as well as within a team. Excellent communication skills and interpersonal abilities are required to work well with people both individually and in groups. The successful candidate should have a commitment to professional growth and is expected to participate in professional development and relevant professional activities. Effective Date: June 1, 1998. Rank and Salary Range: Commensurate with qualifications and experience. General Libraries: \$31,746 - \$41,410 per annum. This position has a two-year probationary period. Librarians enjoy academic status and are appointed to one of four ranks: General, Assistant, Associate and Librarian, with possibility of promotion. The filling of this position is subject to final budgetary approval. The University of Manitoba encourages applications from qualified women and men, including members of visible minorities, aboriginal people and persons with disabilities. Submit application, including resume, salary expectations and the names of three references, by May 31, 1998, to: Carolyn Greene, Director of Libraries, The University of Manitoba Libraries, Winnipeg, MB R3T 2N2.

THE UNIVERSITY OF MANITOBA LIBRARIES invites applications for the position of **Head of Outreach Librarian** at John Machan Health Sciences Library. Reporting to the Carolyn Sifton-Helen Field Librarian, the incumbent has responsibilities in the following area: in the Carolyn Sifton-Helen Field Library, to assist patrons in the use of the library and provide instruction in the use of bibliographic tools, online databases,

special bibliography, etc.; to provide general information to patrons and answer routine and in-depth reference questions; to perform online literature searches in a variety of bibliographic and full-text databases and extended services to include other remote resources; to design, prepare, implement and evaluate instructional programs; to formulate and deliver instructional materials; to assist in the library collection development program. Reporting to the Head of the Neil John Machan Library, the incumbent's responsibilities in the Neil John Machan Library include the following: to coordinate, manage and provide Outreach Services of the Library; to support the need of distance education students; to publicize the services available to them and provide them with reference assistance; to purchase materials and perform collection development to support distance education courses; to promote INFO-Rx; to be responsible for the library's Newsletter; to participate in the education and reference services of the library and in the development of programs and services to meet its strategic and operational goals; to represent the library on appropriate committees. Qualifications: A degree from an ALA-accredited library program. Previous experience in a health sciences library or academic library and familiarity with reference services, bibliographic instruction, and collection development are desired. Knowledge of and experience with computing technology, databases, and the Internet is required. The applicant must exhibit a well-developed understanding of the impact of new technologies on libraries. Experience with marketing would be an asset. Must be highly motivated and self-directed, and have the ability to work independently as well as with a team. Excellent communication skills and interpersonal abilities are required to work well with people both individually and in groups. The successful candidate is expected to participate in professional development and relevant professional activities. Effective Date: June 1, 1998. Rank and Salary Range: Commensurate with qualifications and experience. General Libraries: \$31,746 - \$41,410 per annum.

This position has a two-year probationary period. Librarians enjoy academic status and are appointed to one of four ranks: General, Assistant, Associate and Librarian, with possibility of promotion. The filling of this position is subject to final budgetary approval. The University of Manitoba encourages applications from qualified women and men, including members of visible minorities, aboriginal people and persons with disabilities. The University provides a smoke-free environment, save for specially designated areas. In accordance with Canadian immigration requirements, this advertisement is directed to Canadian citizens and permanent residents. Submit application, including resume, salary expectations and the names of three references, by May 31, 1998, to: Carolyn Greene, Director of Libraries, The University of Manitoba Libraries, Winnipeg, MB R3T 2N2.

MANAGEMENT INFORMATION SYSTEMS

ST. FRANCIS XAVIER UNIVERSITY - Management Information Systems. Applications are invited for one or more tenure-track faculty positions in information systems in the Department of Mathematics, Computing and Information Systems at St. Francis Xavier University. Applicants should have a PhD or be close to completion in a degree program in Computer Science or a related field. The Bachelor of Information Systems degree is the fastest growing program in the university and has immediate requirements for faculty capable of teaching in one or more of the following areas: Intro 3 or programming, telecommunications, local area networking, electronic commerce, system analysis, database management, multimedia, project management, operations research. These positions are subject to budgetary approval. Applicants should send a curriculum vitae, graduate transcript, teaching evaluations and three letters of reference to: Dr. Ron MacKinnon, Chair, Department of Mathematics, Computing and Information Systems, St. Francis Xavier University, P.O. Box 5000, Antigonish, NS B2G 2X9.

2448, Nova Scotia B2G 2X9 or by fax (902) 667-2448 or e-mail mackinnon@stfx.ns.ca. Priority consideration will be given to Canadian citizens or permanent residents. The closing date for applications is when the position is filled. **CONCORDIA UNIVERSITY** - The Department of Decision Sciences and MIS invites applications for a senior position at the level of Professor in Management Information Systems, commencing August 1, 1998 (or a subsequent date). Granting of this position is subject to budgetary approval. The Department currently has seven faculty members in the MIS group. The candidate is expected to provide academic leadership in fostering research and contributing to curriculum development in the MIS and (or) PhD programs. An established research record proven by publications, external grants and a strong commitment to graduate teaching are essential. The salary for this position is negotiable. Please send application including current letter stating research and teaching interests and a curriculum vitae, by May 8, 1998, to: Dr. A. Satz, Interim Chair, Department of Decision Sciences and MIS, Concordia University, 1455 de Maisonneuve Boulevard West, Montreal, Quebec, Canada H3G 1M6. E-mail: a.satz@concordia.ca; tel: (514) 848-2981; fax: (514) 848-2244. For more information about Concordia University and the Faculty of Commerce and Administration, consult the web site: <http://www.concordia.ca> in accordance with Canadian immigration requirements, priority will be given to Canadian citizens and permanent residents of Canada. Concordia University is committed to Employment Equity and encourages applications from women, aboriginal peoples, visible minorities and disabled persons.

MASS COMMUNICATIONS

YORK UNIVERSITY - Division of Social Science, Mass Communications Programme. York University Faculty of Arts, Division of Social Science invites applications for a one year contractually limited appointment at the assistant professor level in the Department of Social Science. The successful candidate will hold a Ph.D. in communications or a related area, and should have demonstrated a capacity for research and publication, have completed in undergraduate teaching in, in both large and small group settings, and be able to teach within the following three areas: 1) Journalism and Mass Media; 2) Film, Media, Culture and Society; and 3) Popular Culture with a particular emphasis on popular cultural organizations. Applications with curriculum vitae and three letters of reference should be sent by May 19, 1998, to: John Hutchinson, Chair, Division of Social Science, 5756 Ross Building, York University, 4700 Keele Street, Toronto, Ontario M3J 1P3. Candidates are asked to have three references send letters of reference directly to the Chair. In accordance with Canadian immigration requirements, this advertisement is directed to Canadian citizens and permanent residents. York University is implementing a policy of employment equity, including affirmative action for women, aboriginal peoples, visible minorities and disabled persons. Please send application including current letter stating research and teaching interests and a curriculum vitae, by May 8, 1998, to: Dr. A. Satz, Interim Chair, Department of Decision Sciences and MIS, Concordia University, 1455 de Maisonneuve Boulevard West, Montreal, Quebec, Canada H3G 1M6. E-mail: a.satz@concordia.ca; tel: (514) 848-2981; fax: (514) 848-2244. For more information about Concordia University and the Faculty of Commerce and Administration, consult the web site: <http://www.concordia.ca> in accordance with Canadian immigration requirements, priority will be given to Canadian citizens and permanent residents of Canada. Concordia University is committed to Employment Equity and encourages applications from women, aboriginal peoples, visible minorities and disabled persons.

cessful candidate will hold a Ph.D. in communications or a related area, and should have demonstrated a capacity for research and publication, have completed in undergraduate teaching in, in both large and small group settings, and be able to teach within the following three areas: 1) Journalism and Mass Media; 2) Film, Media, Culture and Society; and 3) Popular Culture with a particular emphasis on popular cultural organizations. Applications with curriculum vitae and three letters of reference should be sent by May 16, 1998, to: John Hutchinson, Chair, Division of Social Science, 5756 Ross Building, York University, 4700 Keele Street, Toronto, Ontario M3J 1P3. Candidates are asked to have three references send letters of reference directly to the Chair. In accordance with Canadian immigration requirements, this advertisement is directed to Canadian citizens and permanent residents. York University is implementing a policy of employment equity, including affirmative action for women, aboriginal peoples, visible minorities and disabled persons. Please send application including current letter stating research and teaching interests and a curriculum vitae, by May 8, 1998, to: Dr. A. Satz, Interim Chair, Department of Decision Sciences and MIS, Concordia University, 1455 de Maisonneuve Boulevard West, Montreal, Quebec, Canada H3G 1M6. E-mail: a.satz@concordia.ca; tel: (514) 848-2981; fax: (514) 848-2244. For more information about Concordia University and the Faculty of Commerce and Administration, consult the web site: <http://www.concordia.ca> in accordance with Canadian immigration requirements, priority will be given to Canadian citizens and permanent residents of Canada. Concordia University is committed to Employment Equity and encourages applications from women, aboriginal peoples, visible minorities and disabled persons.

MATHEMATICS

ST. FRANCIS XAVIER UNIVERSITY - Mathematics. Applications are invited for a tenure track and a substantial replacement faculty position in statistics in the Department of Mathematics, Computing and Information Systems at St. Francis Xavier University. Applicants should have a PhD or be close to completion in a degree program in Statistics or a closely related field. Applicants should have a background in the applied statistics, statistical management science area and course to be taught will include courses in business statistics and business mathematics and possibly upper level statistics courses. We are interested in individuals who show a strong commitment to high quality teaching, but who is capable of attracting external research funding. These positions are subject to budgetary approval. Applicants should send a curriculum vitae, graduate transcript, teaching evaluations and three letters of reference to: Dr. Ron MacKinnon, Chair, Department of Mathematics, Computing and Information Systems, St. Francis Xavier University, P.O. Box 5000, Antigonish, Nova Scotia B2G 2X9 or by fax (902) 867-2448 or e-mail mackinnon@stfx.ns.ca. Priority consideration will be given to Canadian citizens or permanent residents. The closing date for applications is when the position is filled.

MEICINE

THE UNIVERSITY OF MANITOBA - The Department of Family Medicine, Faculty of Medicine at the University of Manitoba invites applications for two (2) contingent, geographical full-time positions in the Department of Family Medicine. The successful candidate will be responsible for the delivery of family medicine services in the St. Paul's Hospital. One position will be as Director of the resident training unit. Candidates must be eligible for registration with the College of Physicians and Surgeons of Manitoba and possess clinical skills appropriate to rural practice. All three years of family practice experience, certification in family medicine from the College of Family Physicians of Canada, and willingness to develop research skills are desirable. Successful applicants will be involved in the training of residents, medical students, and other health professionals. Salary and rank will be commensurate with qualifications and experience. The University of Manitoba encourages applications from qualified women and men, including members of visible minorities, aboriginal peoples, and persons with disabilities. In accordance with Canadian immigration requirements, this advertisement is directed to Canadian citizens and permanent residents. UBC and St. Paul's Hospital are on the basis of merit.

and men, including members of visible minorities, aboriginal peoples, and persons with disabilities. In accordance with Canadian immigration requirements, this advertisement is directed to Canadian citizens and permanent residents. These positions will be available July 1, 1998. Applicants accompanied by a curriculum vitae and names of three references should be submitted to: Dr. Peter Kirk, Professor and Head, Department of Family Medicine, 5600-488 Tache Avenue, Winnipeg, Manitoba R2N 2A6. Telephone: (204) 237-2237; Fax: (204) 231-0302. Closing date for receipt of applications is April 24, 1998. **UNIVERSITY OF BRITISH COLUMBIA** - The Department of Medicine invites applications for a Research Associate in signal transduction research. Preference will be given to those individuals whose research background involved a study of protein-serine/threonine kinases with experience in enzymology and molecular biology. A PhD or M.D. degree is a prerequisite for this position. Candidates will be expected to develop and co-supervise a vigorous, independent research program in an interactive environment. The position will begin as soon as possible. It is a two-year grant-funded position with the possibility of renewal. Salary will be commensurate with qualifications and experience. Please submit a letter of application, a CV, a statement of area of expertise and strengths and the names of three references no later than April 30, 1998, to: Dr. Steven Pelech, The University of British Columbia, 1775 W. 75th Avenue, Vancouver, BC V6P 6Z7. Telephone: (604) 267-7654 Ext. 230; Fax: (604) 267-7651; E-mail: sp@chem.ubc.ca. In accordance with Canadian immigration requirements, this advertisement is directed to Canadian citizens and permanent residents. UBC and St. Paul's Hospital are on the basis of merit.

UNIVERSITY OF BRITISH COLUMBIA & ST. PAUL'S HOSPITAL - Department of Medicine, Addiction Medicine Specialist. St. Paul's Hospital and the University of British Columbia invite applications for a grant-tenure track position from internal or external candidates. Applicants who have specialized interest and experience in Addiction Medicine. Vancouver is experiencing a dramatic growth in the number of patients referred to a variety of drugs and substances. There is a clear need to meet the needs of this population. Greater clinical expertise and leadership in identifying and understanding the issues and developing innovative solutions to improve care and prevention of addiction is of the highest priority. We are seeking a 100% equivalent individual who has had further training and/or experience in the clinical management of patients who have addiction. The individual should also have appropriate training and experience in the basic research relevant to addiction medicine such as clinical epidemiology, statistics, clinical trials, or other related clinical research techniques. This position will begin on or about July 1, 1998. Salary and rank will be commensurate with qualifications and experience. Please submit a letter of application, a CV, a statement of area of expertise and strengths and the names of three references no later than April 30, 1998, to: Dr. James A. Russell, Chair, Department of Medicine, St. Paul's Hospital, 1081 Burrard Street, Vancouver, BC V6Z 1Y6. In accordance with Canadian immigration requirements, this advertisement is directed to Canadian citizens and permanent residents. UBC and St. Paul's Hospital are on the basis of merit.



The Williams School of Business and Economics

Applications are invited for faculty positions in the areas of Accounting, International Business, Finance and Marketing. The successful candidate will be limited one-year or ten month seasonal appointments and/or tenure-track appointments to start July 1, 1998. Qualifications: Ph.D. or DBA for the tenure-track position(s) and a minimum of a Masters degree for the seasonal appointments. Please send a letter of application and curriculum vitae to: Dean Stephen Barlow, Williams School of Business and Economics, Bishop's University, Lennoxville, (QC) J1M 1Z7; e-mail: sbarlow@ubishops.ca.

The School of Education invites applications for a ten-month limited term position in Elementary/Secondary Language Arts Education. Applicants should have in hand or be nearing completion of a Ph.D. in an appropriate area of study and should have a strong commitment to undergraduate teaching and experience teaching in elementary/secondary school settings. The successful candidate will also have demonstrated commitment to undergraduate teacher education, including supervision of interns. Responsibilities include: teaching undergraduate courses in Language Arts Education; working with and supervising student teachers; participating in the School's service activities; and, serving as a liaison between the School and practising professionals, school divisions and agencies such as the provincial department of education. Knowledge of French is desirable. This appointment would start September 1, 1998. Interested candidates should send a curriculum vitae including names of 3 referees to: Dr. Nicole Ferguson, Director, School of Education, Bishop's University, Lennoxville (QC) J1M 1Z7 by May 1, 1998. e-mail: nferguso@ubishops.ca.

The Department of History seeks applications for a ten-month, limited-term position. The successful candidate will be required to teach an introductory survey course in modern North American history, and lecture and/or seminar courses in some combination of the following: historical fields: Canada; 19th and 20th century United States; Latin America or other non-European field. Ph.D. should be near completion or in hand. Demonstrable success in teaching and evidence of scholarly promise will be assets. Please send a curriculum vitae, containing the names of three references to: Dr. R.W.E. Forrest, Dean of Humanities, Bishop's University, Lennoxville, (QC), J1M 1Z7; e-mail: rforrest@ubishops.ca.

Division of Natural Sciences and Mathematics

Applications are invited for the following limited term positions in the Departments of Biology, Chemistry (Biochemistry), Computer Science, Mathematics and Physics. Assistant Professor of Biology (10 month seasonal appointment) to teach undergraduate courses which will include Organic Chemistry for Biologists, Bacteriology, Metabolism and Molecular Genetics. Assistant Professor of Biochemistry (10 month seasonal) to teach undergraduate courses in the area of networks and data bases. Assistant Professor of Chemistry (one year) to teach undergraduate Physical Chemistry courses and supervise laboratory work. Assistant Professor of Computer Science (10 month seasonal) to teach undergraduate courses in the area of networks and data bases. Assistant Professors of Mathematics (a one year and a 5 month seasonal), the primary responsibility of the one year candidate will be introductory and advanced level undergraduate Statistics courses. Both candidates will have responsibility for the teaching of Calculus courses. Assistant Professors of Physics (a 10 month and a 5 month seasonal) to teach courses at the undergraduate level which range in breadth from introductory electromagnetism to advanced quantum mechanics. One year contracts start on July 1, 1998, 10 month contracts

between July 1 and September 1, 1998 and the 5 month positions would start on August 1, 1998 except for the appointment in Computer Science (December 1, 1998). Candidates should preferably hold a Ph.D. degree, an M.Sc. degree is the minimum requirement. For one year positions the salary range is from \$32,905 (for holders of M.Sc. degrees) to \$40,931 (for Ph.D. degree holders). Contracts for less than one year are pro-rated, included in the benefits is a professional development fund of \$1,500 for one year appointments (for other contracts the amount is pro-rated). Applicants should send a curriculum vitae and arrange to have three letters of reference sent to: Dr. Andrew Dean, Dean of Natural Sciences, Bishop's University, Lennoxville, (QC) J1M 1Z7; e-mail: adean@ubishops.ca.

Department of Geography invites applications for a ten month limited term position in human geography. The successful candidate would be expected to teach introductory human geography and second year courses in environmental, urban, economic and/or political geography. Additional courses at the third and fourth years are also available. Six semester courses in all will be required of those who accept the position. Candidates must be interested in teaching at the undergraduate level and have demonstrated competence in geographic research. The ability to teach a course either in Geographic Information Systems or in Quantitative Methods would also be a considerable asset for this position. Ph.D. in Geography preferred. Candidates should send a letter of application and a current curriculum vitae with the names of three references to: Dr. A.F. Johnson, Dean, Division of Social Sciences, Bishop's University, Lennoxville, Quebec, J1M 1Z7; e-mail: ajohnson@ubishops.ca.

All these positions are subject to budgetary approval. In accordance with Canadian Immigration requirements, first preference must be given to Canadian citizens and permanent residents. Bishop's University is committed to employment equity. The general telephone number for Bishop's University is 819-822-9661; the fax number is 819-822-9661.



POSITIONS IN FOREST MANAGEMENT FOREST RESOURCES MANAGEMENT

Applications are invited for two positions in forest management. The successful applicant for the senior position will occupy a recently endowed chair in forest management, supported by Forest Renewal BC. This individual will play a leading role in shaping future management of the large, predominantly publicly-owned forest land base in British Columbia. Responsibilities include research, supervision of graduate students, and teaching at both the undergraduate and graduate level. The successful applicant for the junior position is expected to be active in undergraduate teaching in forest management, supervision of graduate students, and research. The successful candidate for the senior position likely will be appointed at the full professor level and the successful candidate for the junior position likely will be appointed at the assistant or associate professor level in tenure-track positions. However, other arrangements, such as short-term appointments, may be considered.

Applicants for either position should have a Ph.D. in forest management or a related field. Candidates for the senior position should have an internationally recognized reputation as one of the world's leading scholars in a scientific field closely related to forest management, a record of involvement in public debate concerning forest management, and teaching experience. Candidates for the junior position should have demonstrated potential for teaching and research in forest management at the forest and landscape level.

The Forest Resources Management Department has a strong teaching and research program that embraces the full range of forest resources management from the tree to the forest level, and for the full range of forest values. The Faculty of Forestry, within which the Department is situated, offers undergraduate education in five programs, two of which provide the academic qualifications for Professional Forester status in BC. The University has established programs in several other areas of biology and management. The Centre for Applied Conservation Biology, the Centre for Biological Research, the Sustainable Development Research Institute, the School of Community and Regional Planning and the academic departments in the Faculties of Forestry, Sciences, and Agricultural Sciences form a strong supporting community of scholars. The University manages two research forests, one near Vancouver and one in the central interior of the province.

The forests of British Columbia are rich and varied. Multiple stake holders and evolving social values are transforming traditional notions of forest management. The opportunity exists for the successful candidates to significantly influence the management direction of these forests through the first part of the next century.

Salary and rank is commensurate with experience. The junior position is subject to final budgetary approval. The University of British Columbia welcomes all qualified applicants, especially women, aboriginal people, visible minorities, and persons with disabilities. In accordance with Canadian immigration requirements, priority will be given to Canadian citizens and permanent residents of Canada.

The closing date for applications is June 15, 1998. Please direct inquiries and applications consisting of a Curriculum Vitae, the names of 3 referees, and a brief outline of expertise and research interests to:

Dr. Peter Marshall, Director, Professional Forestry Programs
Forest Resources Management Department
University of British Columbia
270 - 2357 Main Mall, Vancouver, B.C. Canada, V6T 1Z4
Tel: (604) 822-4916; Fax: (604) 822-9106
E-mail: marshall@unixg.ubc.ca

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ANNONCES CLASSES

and is committed to employment equity. We encourage all qualified persons to apply.

MUSIC

WILFRID LAURIER UNIVERSITY — The Faculty of Music is seeking a one-year limited term appointment in composition. Teaching duties include undergraduate courses in composition, individual lessons for student composers, and supervision of the electro-acoustic music studio. Doctorate and teaching experience preferred. Experience in MIDI-based electronic composition essential. Rank: Lecturer/Assistant Professor. Starting date: July 1, 1998. Closing date for applications: May 20, 1998. Applications, including CV and three letters of reference, should be sent to Anne C. Hall, Dean, Faculty of Music, Wilfrid Laurier University, 75 University Ave. W., Waterloo, Ontario N2L 3C5. In accordance with Canadian immigration requirements, this advertisement is directed in the first instance to Canadian citizens and permanent residents. The University is committed to employment equity policies and welcomes applications from all qualified women and men, including racial minorities, people with disabilities, and aboriginal people. The University provides a smoke-free working environment.

MCILL UNIVERSITY — Salary: \$30,000. The University, the Department of Theory is planning to create a tenure-track position in Music Technology at the rank of Assistant Professor. The position will be for a productive research specialist in music technology able to provide leadership for ongoing development and expansion of a PhD program. Applicants should have a PhD but those close to completion are encouraged to apply. Preference will be given to applicants with a background in digital signal processing and extensive programming experience. Teaching duties will entail the teaching of undergraduate courses and graduate seminars, and the supervision of Master's and Doctoral students. Interested parties should submit a curriculum vitae and statement of research interests to Prof. Bruce Morgan, Chair, Department of Theory, Faculty of Music, McGill University, 555 Sherbrooke St. W., Montreal, QC H3A 1E3. Letters of reference will be requested when required. Deadline: when the position is filled. In accordance with Canadian immigration requirements, this advertisement is directed in the first instance to Canadian citizens and permanent residents. McGill University is committed to equity in employment.

MCILL UNIVERSITY — The Department of Theory is inviting applications for a one-year, non-tenure-track appointment at the rank of Faculty Lecturer. The appointment will commence September 1, 1998, and will normally be renewable annually to a maximum of three years. The position is subject to final budgetary approval. Applicants should have a PhD but those close to completion are encouraged to apply. Preference will be given to applicants with a specialization in 20th century music. Duties will entail the teaching of undergraduate theory courses at all levels, including the teaching of qualifying year theory courses for graduate students. Applicants should submit a curriculum vitae and statement of research interests, and arrange to have three letters of reference sent to: Prof. Bruce Morgan, Chair, Department of Theory, Faculty of Music, McGill University, 555 Sherbrooke St. W., Montreal, QC H3A 1E3. Deadline: April 30, 1998 or when the position is filled. In accordance with Canadian immigration requirements, this advertisement is directed in the first instance to Canadian citizens and permanent residents. McGill University is committed to equity in employment.

MCILL UNIVERSITY — The Faculty of Music of McGill University invites applications for a

senior position in violin. The successful candidate will have an established reputation as a violinist (orchestral and/or solo) and as a teacher of violin. A major expansion of the Orchestral Training Program is planned for the fall of 1998. A chamber orchestra will be formed to complement the renowned McGill Symphony Orchestra. The successful candidate will participate in offering a comprehensive training program for young orchestral musicians that includes chamber music, Contemporary Music Ensemble and Baroque Orchestra as well as chamber orchestra and symphony orchestra. Review of applications will begin on April 1, 1998 and will continue until the position is filled. Starting date is September 1, 1998 or the winning candidate's earliest availability. Selected candidates will be invited to teach master classes and meet with members of the Faculty Staff Committee. Salary and rank are negotiable. This appointment is subject to budgetary approval. In accordance with Canadian immigration requirements, this advertisement is directed in the first instance to Canadian citizens and permanent residents of Canada. McGill University is committed to equity in employment. Applications, together with resumes and the names, addresses and telephone numbers of three referees should be sent to: Eugene Plawuk, Chair, Department of Performance, Faculty of Music, McGill University, 555 Sherbrooke St. W., Montreal, Canada H3A 1E3.

UNIVERSITY OF ALBERTA — Department of Music. The Faculty of Arts in the University of Alberta is engaged in an extensive process of staff renewal and is committed to ensuring that the substantial amount of hiring anticipated over the next several years will secure for the future the best and most productive intellectual environment which we pride ourselves in. The Department of Music is engaged in that renewal. Accordingly, applications are invited for a tenure-track position in Piano at the Assistant Professor level (1987-88 salary range from \$33,490). The Department is seeking an outstanding solo and/or collaborative artist performer, interested and experienced in teaching piano pedagogy and desired; a demonstrated commitment to twentieth-century music will be a distinct asset. A doctorate degree of equivalent professional experience is required. Responsibilities will include undergraduate and graduate piano teaching, piano related courses, chamber music and supervision of graduate projects. The selected individual will be expected to maintain a high level of creative/recital activity at domestic and international concert performances and, if appropriate to the individual, scholarly research and publication, as well as serving on academic committees, juries, audition committees, etc. In accordance with Canadian immigration requirements, this advertisement is directed in the first instance to Canadian citizens and permanent residents. If suitable Canadian citizens and permanent residents cannot be found, other individuals will be considered. Letters of application, curriculum vitae, three confidential letters of reference, official transcripts, concert programs and reviews should be sent to: Dr. Forayde Piel, Chair, Department of Music, University of Alberta, 342 Fine Arts Building, Edmonton, Alberta, T6G 2G9. Appointment date: July 1, 1998. Application deadline: May 8, 1998. The University of Alberta is committed to the principle of equity in employment. As an employer, we encourage applications from all qualified women and men, including aboriginal peoples, persons with disabilities, and members of visible minorities.

NEUROIMAGING

ROTMAN RESEARCH INSTITUTE, BAYCEST CENTRE FOR GERIATRIC CARE (July filled)

with the University of Toronto). The Rotman Research Institute of Baycrest Centre invites applications for a neuroimaging scientist position. The successful candidate will engage in a research program on the development and application of neuroimaging technologies for use in the study of human cognition and neurological disorders. The candidate must possess a PhD, or equivalent, and demonstrated experience in neuroimaging. The Rotman Research Institute is part of a large collaborative neuroimaging community which provides access to modern imaging methods. The Rotman Research Institute is a fully equipped neuroimaging facility (PET) through the Clarke Institute of Psychiatry, and structural and functional magnetic resonance imaging (MRI) is available through the Sunnybrook Health Sciences Centre. Some examples of research that a successful candidate would conduct are: development of analytical tools for PET or MRI; development of computational tools to integrate data between different imaging methods; construction of biologically accurate models for dopamine localization in ERP. The candidate would work closely with the neuroscientists at the Rotman and collaborating institutions and will be eligible for cross-appointment at the University of Toronto at the assistant or associate level, Baycrest Centre and the University of Toronto encourage applications from qualified women and men, members of visible minorities, aboriginal peoples and persons with disabilities. In accordance with Canadian immigration requirements, this advertisement is directed in the first instance to Canadian citizens and permanent residents. Applicants should submit, by May 1998, a curriculum vitae describing current research interests and future research goals, a complete CV, relevant references and the names of three potential referees to: Dr. A.R. McIntosh, Rotman Research Institute, Baycrest Centre for Geriatric Care, 3360 Bathurst Street, Toronto, Ontario, Canada, M6A 2B1; Tel: (416) 785-2500 ext. 3322; Fax: (416) 785-2682; Email: mcintosh@rotman.utoronto.ca

PEIOTATICS & CHILD HEALTH

UNIVERSITY OF MANITOBA — The Department of Pediatrics and Child Health, University of Manitoba, and the Children's Hospital, Health Sciences Centre are seeking 2 Emergency Attending Physicians for an expanding Emergency Department. These will be Geographic Full-time contingent Faculty positions at the Assistant Professor level. The successful candidates will join other physicians in providing clinical care in the Emergency Department. The Children's Hospital is the major tertiary care facility in Manitoba serving both the medical and surgical needs of the pediatric population of Manitoba. The Emergency section has approximately 34,000 patient visits per year. Candidates must have Senior specialty qualifications in pediatric medicine in the country of current practice and must be eligible for registration with the College of Physicians and Surgeons of Manitoba. Certification in Pediatrics by the Royal College of Physicians and Surgeons of Canada is preferred. In addition to the provision of clinical services, the successful candidate will be responsible for supervision and teaching of both undergraduate and postgraduate trainees within the section. Remuneration has been established at \$140,000 per annum. The University encourages applications from qualified women and men, including members of visible minorities, aboriginal peoples and persons with disabilities. In accordance with Canadian immigration requirements, this advertisement is directed to Canadian citizens and permanent residents. Please apply in writing, including a curriculum vitae and a brief outline of specific interests and goals in both the short and long term, to: Dr. M. Tewari, Director, Emergency Services, C305, Children's Hospital, Health Sciences Centre, 840 Sherbrook Street, Winnipeg, Manitoba, R3A 1S1. Closing date for receipt of applications is June 30, 1998.

PHILOSOPHY

UNIVERSITY OF KING'S COLLEGE — See advertisement under "Humanities."

PHYSICAL EDUCATION & RECREATION

UNIVERSITY OF ALBERTA — Sport and Leisure History. The Faculty of Physical Education and Recreation at the University of Alberta, Edmonton, Alberta, invites applications for a tenure-track appointment at the rank of Assistant Professor in the area of Sport and Leisure History. The successful candidate will be expected to teach undergraduate and graduate programs, direct masters' and doctoral student research, and conducting research in the candidate's area of expertise. The ideal candidate will possess an earned doctorate or be nearing completion of his/her program. A strong scholarly record and a clear indication of potential for one or more research areas will be given to candidates with a background in both history and physical education or recreation/house: able to make links between history and sociology; having some knowledge and understanding of cultural theory (e.g. Marxism, feminism, cultural studies) and willing to teach the history of sport, leisure and physical education. The Faculty of Physical Education and Recreation serves approximately 350 undergraduate and graduate students. It offers several degree programs: BPE, BA (Recreation Administration), MSc, MA and PhD. The successful candidate will be expected

to teach undergraduate and graduate courses and conduct research related to the management and administration of sport, recreation and leisure organizations. The ideal candidate will possess an earned doctorate or be nearing completion of his/her program. A strong scholarly record and a clear indication of potential for one or more research areas will be given to candidates who have a keen interest in teaching and conducting research in this area in the future. The Faculty has full operational responsibilities for University sport and recreation facilities, including an off-campus tennis centre. Further details are available upon request. Phone: (403) 493-3364; Fax: (403) 492-1008; E-mail: aqumay@ualberta.ca. Applicants should send a letter of application and curriculum vitae and any other relevant materials to: Dr. Art Quinney, Dean, Faculty of Physical Education and Recreation, University of Alberta, Edmonton, Alberta, T6G 2H9, Canada. Deadline: April 30, 1998. In accordance with Canadian immigration requirements, this advertisement is directed to Canadian citizens and permanent residents. If suitable Canadian citizens and permanent residents cannot be found, other individuals will be considered. The University of Alberta is committed to the principle of equity in employment. As an employer, we welcome diversity in the workplace and encourage applications from all qualified women and men, including aboriginal peoples, persons with disabilities, and members of visible minorities.

UNIVERSITY OF ALBERTA — Sport and Leisure Management. The Faculty of Physical Education and Recreation at the University of Alberta, Edmonton, Alberta, invites applications for a tenure-track appointment at the rank of Assistant Professor. The successful candidate will be expected

to teach undergraduate and graduate courses and conduct research related to the management and administration of sport, recreation and leisure organizations. The ideal candidate will possess an earned doctorate or be nearing completion of his/her program. A strong scholarly record and a clear indication of potential for one or more research areas will be given to candidates who have a keen interest in teaching and conducting research in this area in the future. The Faculty has full operational responsibilities for University sport and recreation facilities, including an off-campus tennis centre. Further details are available upon request. Phone: (403) 493-3364; Fax: (403) 492-1008; E-mail: aqumay@ualberta.ca. Applicants should send a letter of application and curriculum vitae and any other relevant materials to: Dr. Art Quinney, Dean, Faculty of Physical Education and Recreation, University of Alberta, Edmonton, Alberta, T6G 2H9, Canada. Deadline: April 30, 1998. In accordance with Canadian immigration requirements, this advertisement is directed to Canadian citizens and permanent residents. If suitable Canadian citizens and permanent residents cannot be found, other individuals will be considered. The University of Alberta is committed to the principle of equity in employment. As an employer, we welcome diversity in the workplace and encourage applications from all qualified women and men, including aboriginal peoples, persons with disabilities, and members of visible minorities.



THE HONG KONG
POLYTECHNIC UNIVERSITY
香港理工大學

Chair of Chinese and Bilingual Studies Tenable Immediately

The Hong Kong Polytechnic University is a large and dynamic institution of higher education offering over 150 courses, in a wide variety of subjects, and at levels ranging from Higher Diplomas and Bachelor's degrees through to Master's and Doctoral degrees. The current number of enrolled students is approximately 20,000 with a full-time equivalent student population of around 14,000. The academic structure currently consists of six Faculties, comprising 26 Departments and Units devoted to teaching and research, and a number of interdisciplinary and specialist Centres.

The post of Chair of Chinese and Bilingual Studies is available in the Department of Chinese and Bilingual Studies, which with two other departments — the Department of English and the School of Design — constitutes the Faculty of Communication.

The Department of Chinese and Bilingual Studies offers a two-year part-time Master of Arts degree course in Chinese Linguistics and two three-year full-time Bachelor of Arts (Honours) degree courses in Translation and Chinese, and in Language and Communication. A two-year full-time Higher Diploma in Bilingual Communication was launched in 1997.

In the area of Chinese language teaching, the Department currently provides optional training to students in the University at large under a Chinese Language Enhancement Programme. In addition, Chinese language teaching is provided for certain programmes hosted by other academic departments, as an integral part of their curricula. Following the partial implementation (in 1997) and the scheduled full-fledged implementation (in 1998) of mandatory Chinese language training for all full-time undergraduate and sub-degree students in the University, this will become a major academic activity within the Department.

The Department has an active research profile. Currently there are 8 PhD and 5 MPhil students, and 3 large scale research projects with funds awarded directly from the University Grants Committee (UGC).

The Department has a full-time staff establishment (1997-98) of 59, composed of 47 academic staff and 12 clerical and technical support staff. This establishment includes 14 academic and 2 support staff on the Chinese Language Enhancement Programme. The establishment is expected to expand with the implementation of the mandatory Chinese language training. The appointee will be expected to provide academic leadership across the Department in both teaching and research, and may be offered a concurrent appointment as Head of Department.

Applicants should have a doctoral degree with an international reputation of scholarship in preferably more than one of the following areas: Chinese Language Teaching, Chinese Linguistics, Translation and Bilingualism. A strong commitment to excellence in teaching and research, a distinguished record of research and publications, demonstrated success in external competitive grant applications, substantial relevant academic management experience at a senior level, and the personal qualities to lead a rapidly developing department are also expected.

Salary and Conditions of Service

This is a professional appointment. Salary is within a range and not less than HK\$1,159,380 per annum. (CAD\$1 = HK\$5.4 as at 18 March 1998)

Initial appointments at this level are normally made on a fixed-term gratuity-bearing contract of four years, with an interim gratuity payable on satisfactory completion of the initial two years of service. Re-engagement thereafter is subject to mutual agreement. Other benefits include leave, subsidized housing, medical and dental schemes, passage and children's local education allowances.

Application

Applicants are invited to send their detailed curriculum vitae (in duplicate if by post) with names and addresses of two referees to the **Personnel Office, Room AG26, Core A, Chung Sze Yuen Building, The Hong Kong Polytechnic University, Hung Hom, Kowloon** (fax: 2764 3374; E-mail: postaff@polyu.edu.hk) before **Thursday, 30 April 1998**. Candidature may be obtained by nomination. The University reserves the right not to fill this post or to make an appointment by invitation. The University will keep the data on unsuccessful candidates up to one year. Applicants should indicate in the application if they do not wish to give consent to this. General information about the University is available at the University's World Wide Web Homepage: <http://www.polyu.edu.hk>.



DALHOUSIE UNIVERSITY
Assistant/Associate Professor
International Business & Strategic Management

Applications are invited for a tenure-track position in International Business and Strategic Management at the rank of Assistant or Associate Professor. Primary focus desired is international business and strategy formulation and implementation. Ph.D. in International Business/Strategic Management and evidence of teaching effectiveness and research potential are required. The appointment involves teaching at the undergraduate and graduate levels. Position available July 1, 1998 or January 1, 1999. Salary: Competitive. In accordance with Canadian immigration requirements, this advertisement is directed to Canadian citizens and permanent residents of Canada. Dalhousie University is an Employment Equity/Affirmative Action employer. The University encourages applications from qualified Aboriginal peoples, persons with a disability, racially visible people, and women. Applicants should send a c.v., names of three references, and a sample of research work to: **Professor Don Cherry, School of Business, Dalhousie University, 6152 Coburg Road, Halifax, NS B3H 3J5 Canada**

OKANAGAN UNIVERSITY COLLEGE

COLLEGE PROFESSOR ENGLISH Penticton Centre

Okanagan University College is a comprehensive University College offering a range of undergraduate degree, diploma, vocational, developmental, career, health and technical programs. Following seven years of partnerships with the University of British Columbia and the University of Victoria, OUC began to offer degree programs as an independent degree granting institution commencing in the Fall of 1998 in Arts and Sciences (various majors), Education, Nursing, Social Work and Fine Arts. OUC operates campuses in Kelowna, Vernon, Salmon Arm and Penticton, with degree completion programs concentrated in Kelowna.

The Department of English in the Faculty of Arts and Education requires a College Professor to teach first and second year English Composition and Literature courses as well as communications. This position will be located in Penticton.

Required qualification is a Master's degree in the discipline, Ph.D. preferred, and university level teaching experience.

This is a replacement appointment effective August 10, 1998 to April 30, 1999.

Salary and working conditions are governed by the Okanagan University College Faculty Association Collective Agreement. Placement on the salary scale is dependent upon qualifications and experience.

Please submit a curriculum vitae and the names, addresses and telephone numbers of three referees by May 8, 1998 to:

Competition No. 06FAC98
Employee Relations Division
Okanagan University College
1000 KLO Road
Kelowna, BC
V1Y 4X8

Applications may also be faxed to (250) 862-5475.

Okanagan University College wishes to thank all applicants for their interest. Only those applicants selected for further consideration will be contacted.

CLASSIFIEDS

and any other relevant materials to: Dr. Art Quinney, Dean, Faculty of Physical Education and Recreation, University of Alberta, Edmonton, Alberta, T6G 2H3 Canada. Deadline: April 30, 1998. In accordance with Canadian Immigration requirements, this advertisement is directed to Canadian citizens and permanent residents. If suitable Canadian citizens and permanent residents cannot be found, other individuals will be considered. The University of Alberta is committed to the principle of equality in employment. As an employer, we welcome diversity in the workplace and encourage applications from all qualified women and men, including Aboriginal people, persons with disabilities, and members of visible minorities.

PHYSICS

UNIVERSITY OF ALBERTA — Department of Physics, Assistant Professorship in Gravitational Theory. The Department of Physics, University of Alberta, invites applications for an Assistant Professorship in gravitational theory (including black hole physics, theoretical cosmology, and superstring theory). Applicants are expected to possess an exceptionally strong and internationally recognized research record, and outstanding promise

for future research accomplishments. The successful candidate will have a commitment to graduate and undergraduate education in physics and astrophysics. The successful candidate will also be expected to participate in the Cosmology and Gravity Program of the Canadian Institute for Advanced Research (CIAR), hence he or she must be acceptable to the Program. As a member of this Program, the incumbent will be supported initially by CIAR and provided the benefits of reduced teaching responsibilities and of association with an international network of researchers in cosmology and astrophysics. The Department of Physics has 36 faculty, with 12 in the Astrophysics Focus Area. Their research is in the laboratory astrophysics, observational astrophysics, plasma physics, space physics, gravity, and cosmology. See www.phys.ualberta.ca for further information. The Cosmology and Gravity Program of CIAR currently supports roles of scientists at the Universities of Alberta (Professor Valeri Frolov and Don Page), British Columbia, Toronto, and Victoria. In addition, the Cosmology and Gravity Program has a network of distinguished associate distributed worldwide. See www.utoronto.ca/CIAR for further information on the CIAR

Cosmology Program. In accordance with Canadian Immigration requirements, this advertisement is directed to Canadian citizens and permanent residents. If suitable Canadian citizens and permanent residents cannot be found, other individuals will be considered. The application should include a curriculum vitae, research plan and a teaching profile outlining experience and interests. The applicant must make arrangements to have at least three confidential letters of reference sent to the address below, to arrive on or before the closing date, May 1, 1998. The intended starting date is July 1, 1998. The selection process for this position requires approval of candidates by both the University of Alberta and by CIAR. Gravitational Theory Selection Committee, Dr. John Samson, Chair, Department of Physics, University of Alberta, 412 Avondale Plaza, Edmonton, Alberta, Canada T6G 2H1, Fax: (403) 492-0714, e-mail: deptphys@ualberta.ca. The University of Alberta is committed to the principle of equality in employment. As an employer, we welcome diversity in the workplace and encourage applications from all qualified women and men, including Aboriginal peoples, persons with disabilities, and members of visible minorities.

PHYSIOLOGY

UNIVERSITY OF MANITOBA — The Department of Physiology, Faculty of Medicine, University of Manitoba invites applications for a full-time tenure track position at the level of Assistant Professor. Applicants should be independent investigators with excellent research and teaching backgrounds and demonstrated leadership ability to obtain extramural research funding. Candidates must have background in Neuroscience and experience in research incorporating patch clamp electrophysiology and in vitro models for neurophysiology and neuropharmacology studies, and experience in culture methods for studies on the physiology of locomotion, nutrition, pain and regeneration. Demonstrated ability to teach will be an important consideration. The successful candidate will be a member of a collaborative Neuroscience Research Group in the department and will direct independent research projects and teach both graduate and undergraduate students. A minimum of equivalent M.D. or Ph.D. degree or equivalent research training is required. Salary will be commensurate with experience and qualifications and a subject to final budget approval. However, the current salary range for Assistant Professors at the University of Manitoba is \$40,868 to \$62,509 per annum. The University of Manitoba encourages applications from qualified women and men, including members of visible minorities, Aboriginal peoples, and persons with disabilities. This advertisement is directed to Canadian citizens and permanent residents. Interested candidates should submit a cover letter, statement of research goals, resume, and names, addresses and telephone numbers of three referees by April 30, 1998 to Dr. Larry M. Jordan, Head, Department of Physiology, Faculty of Medicine, University of Manitoba, Winnipeg, Manitoba, R2E 2Z7.

UNIVERSITY OF MANITOBA — The Department of Physiology, Faculty of Medicine, University of Manitoba invites applications for two full-time tenure track faculty positions at the level of Assistant Professor in the Institute of Cardiovascular Sciences. Applicants should have M.D. or Ph.D. degree in any of the medical sciences with 2 to 3 years of postdoctoral experience in molecular biology, gene expression, biochemistry, physiology or pharmacology. The candidates are expected to establish independent research programs in the area of heart failure and/or ischemic heart disease, collaborate with other members of the Institute and teach both undergraduate and graduate students. Salary will be commensurate with experience and qualifications, however, the current salary range for Assistant Professors at the University of Manitoba is \$40,868 to \$62,509. The University of Manitoba encourages applications from qualified women and men, including members of visible minorities, Aboriginal peoples, and persons with disabilities. This advertisement is directed to Canadian citizens and permanent residents. Please send your resume and statement of research goals and arrange for three letters of reference by May 15, 1998 to Dr. N.S. Dhalla, Institute of Cardiovascular Sciences, St. Boniface General Hospital Research Centre, 391 Tache Avenue, Winnipeg, Manitoba, R2H 2A6.

POLITICAL ECONOMY

CARLETON UNIVERSITY — Institute of Political Economy. Subject to budgetary approval the Institute of Political Economy is seeking applications annually from distinguished senior scholars to teach some aspect of political economy at the graduate level as a Visiting Professor for a period of between five and eight months. The applicant should have a record of internationally recognized published scholarship, and offer work of an interdisciplinary character attracting students from several disciplines. Applications should be sent to: The Director, Institute of Political Economy, Carleton University, 1125 Colonel By Drive, Ottawa, Ontario K1S 5B6. In accordance with Canadian Immigration requirements, this advertisement is directed to Canadian citizens and permanent residents. Carleton University is committed to equality of employment for women, aboriginal peoples, visible minorities and persons with disabilities. Persons from these groups are encouraged to apply. The next deadline for applications is December 15, 1998.

PSYCHOLOGY

UNIVERSITY OF WATERLOO — Psychology. Applications are being accepted for a tenure track position at the Assistant Professor level in Developmental Psychology beginning September 1, 1998. The successful candidate must have a Ph.D. in the area of Developmental Psychology and published research. Responsibilities include research, undergraduate and graduate teaching, supervising graduate students and administration. For additional information about our

department see our website at: <http://uwaterloo.ca/psychology/>. Salary range commensurate with qualifications and experience. Application deadline is May 15, 1998 although applications will be reviewed as they are received. Submit curriculum vitae, reprints or preprints and arrange for three letters of reference to be sent to: Developmental Psychology Search Committee, Department of Psychology, University of Waterloo, 200 University Ave. W., Waterloo, Ontario, N2L 3G1, Canada. Appointments are subject to budgetary approval. The University of Waterloo encourages applications from all qualified individuals, including women, members of visible minorities, native peoples, and persons with disabilities. In accordance with Canadian Immigration regulations, this advertisement is directed to Canadian citizens and permanent residents.

OKANAGAN UNIVERSITY COLLEGE — College Professor, Psychology, Vernon Centre. The Department of Psychology in the Faculty of Arts and Education requires a College Professor to teach the following courses: Psychology 111 (Introduction to Psychology), Basic Processes; Psychology 121 (Introductory Psychology: Personal Functioning); Psychology 230 (Lifespan Development); and either Psychology 241 (Personality) or Psychology 252 (Social Psychology) at the Vernon Centre. Preferred qualification is a Ph.D. or equivalent in Psychology with relevant specializations, and University level teaching experience. This is a temporary appointment effective August 1, 1998 to April 30, 1999. Salary and working conditions are governed by the Okanagan University College Faculty Association Collective Agreement. Placement on the salary scale is dependent upon qualifications and experience. Please submit a curriculum vitae and the names, addresses and telephone numbers of three referees by May 20, 1998, to: Competition No. 15FAC23, Employee Relations Division, Okanagan University College, 1000 K.L.O. Road, Kelowna, BC V1Y 4X8. Applications may also be faxed to (250) 862-5475. Okanagan University College wishes to thank all applicants for their interest. Only those applicants selected for further consideration will be contacted.

RELIGIOUS STUDIES

MC GILL UNIVERSITY — Faculty of Religious Studies and School of Environment. Applications are invited for a tenure-track position in Environmental Ethics at the level of Assistant Professor, to begin September 1, 1998 or January 1, 1999. This appointment is a shared position appropriate to teach in the areas of Ethics and the Environment and Religious Ethics. Time will be divided between the downtown campus and the Faculty of Agriculture and Environmental Sciences on the Macdonald campus. The successful applicant will have to demonstrate the capability to develop a vigorous research program, including supervision of graduate students, and will be expected to provide expertise in environmental ethics on both campuses. Information on McGill, the Faculty of Religious Studies, and the School of Environment can be found at <http://www.mcgill.ca>. Salary will be commensurate with qualifications. Applications should be received by May 15, 1998 although the search will continue until the position is filled. Applications, including a curriculum vitae, a statement of research interests, copies of sample publications, and three letters of reference should be addressed to: Dr. Frederik Wisse, Faculty of Religious Studies, 3320 University St., Montreal, Que. H3A 2A7. Phone: (514) 398-2808; Fax: (514) 398-6868; e-mail: off@mcgill.ca.

CAUT ACPPU

PUBLISHER'S STATEMENT DECLARATION DE L'ÉDITEUR

The publisher will not accept advertisements of academic positions restricting applications on grounds of race, national origin, religion, colour, sex, age, marital status, family status, ethnicity, handicap, sexual orientation, or political beliefs or affiliation. CAUT expects that all positions advertised in the Bulletin are open to both men and women. Advertisements using gender specific language will not be accepted except where the language has been mandated by human rights legislation. Where any bona fide reasons for exemption from general policy stated above exist, it is the responsibility of the institution which intends to place a restrictive advertisement to provide the Editor of the Bulletin with a statement as to these reasons.

Many Canadian universities are signatories to the Federal Contractors Program. The program requires that suppliers of goods and services to the federal government who employ 100 persons or more and who want to bid on federal contracts (including research contracts) of \$200,000 or more must commit themselves to implementing employment equity as a condition of their bid. This commitment requires the identification and removal of artificial barriers to the selection, hiring, promotion and training of women, aboriginal peoples, persons with disabilities and visible minorities. As a result, applications for some positions advertised in the CAUT Bulletin may be asked to provide information of a confidential nature.

L'éditeur n'accepte pas d'annonces de postes d'administration limitant les candidatures pour des raisons de race, d'origine raciale, de religion, de couleur, de sexe, d'âge, d'état civil, de situation familiale, ethniques, d'handicap, d'orientation sexuelle, d'origine sociale ou de convictions ou d'attitudes politiques, générales. L'ACPPU s'attend à ce que tous les postes annoncés dans le Bulletin soient offerts aux hommes et aux femmes. Les annonces utilisant un langage sexiste ne sont pas acceptées à moins que la loi sur les droits de la personne ne le permette. Il incombe à l'établissement qui a l'intention de faire paraître une annonce restrictive de fournir à la rédaction du Bulletin une déclaration énonçant ces raisons.

Beaucoup d'universités canadiennes sont jointes au Programme de contrats fédéraux. Le programme exige que les fournisseurs de biens et services du gouvernement fédéral qui emploient au moins 100 personnes et veulent soumissionner des contrats fédéraux (y compris des contrats de recherche) d'un montant de \$200 000 ou plus s'engagent à mettre en œuvre l'équité en matière d'emploi comme condition de la soumission, à appliquer l'équité dans l'emploi. Cet engagement exige l'identification et l'élimination de tout obstacle artificiel à la sélection, à l'embauche, à l'avancement et à la formation des femmes, des autochtones, des personnes handicapées et des minorités visibles. À cette fin, on pourra demander aux candidats à certains postes annoncés dans le Bulletin de l'ACPPU de fournir des renseignements de caractère confidentiel.

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Le Bulletin est publié dix fois pendant l'année universitaire, soit la première semaine de chaque mois, de septembre à juin.

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ANNONCES CLASSÉES

negligia. In accordance with Canadian immigration requirements, this advertisement is directed to the first instance to Canadian citizens and permanent residents. McGill University is committed to equity in employment.

SOCIAL WORK

LAKEHEAD UNIVERSITY — The Department of Social Work at Lakehead University invites applications for a probationary (tenure-track) appointment commencing August 1, 1998. The Department is committed to an integrated generalist approach to social work practice, at the B.S.W. and M.S.W. levels, emphasizing a non-clinical focus. The Department is seeking individuals with academic and administrative leadership abilities, experience, and the ability to enhance our curriculum in the areas of northern based social work practice, social work with aboriginal peoples, clinical practice and research. Salary and rank will be commensurate with qualifications and experience. Successful applicants should have a PhD (D.S.W.) in Social Work. A copy of the Department's mission statement is available upon request. This appointment is subject to final budgetary approval. An application including a curriculum vitae and three references should be forwarded before April 30, 1998 to: Dr. O. Kemp, Acting Dean of Arts and Science, Lakehead University, 955 Oliver Road, Thunder Bay, Ontario, P7B 5E1. In accordance with Canadian Immigration regulations, this advertisement is directed to Canadian citizens and permanent residents. Lakehead University is committed to employment equity and encourages applications from women, members of visible minorities, aboriginal peoples, and persons with disabilities.

YORK UNIVERSITY — The School of Social Work, Atkinson College, York University, invites applications for a tenure stream position at the Assistant Professor level beginning September 1, 1998. This appointment is subject to budgetary approval by the University. Atkinson College is a faculty of York University whose mission is to provide a range of degree programmes for adult students studying on a part-time and full-time basis. The School offers both part-time and full-time BSW and MSW programmes. The School of Social Work is committed to critical and interdisciplinary approaches to social work, in particular, the School is seeking to increase the racial diversity of its faculty. Applicants should have a completed graduate degree in social work. Preference will be given to those who have completed or are near completion of a doctoral degree; however, exceptional applicants with demonstrated achievement in teaching and research scholarship, or the potential for such achievement will also be considered. The appointee will be expected to contribute to both the BSW and MSW degree programmes. The ability to teach diverse communities would be considered an asset. York University is committed to employment equity and encourages applications from aboriginal peoples, persons from minority racial groups, persons with a disability, and women. In accordance with Canadian immigration requirements, this advertisement is directed to Canadian citizens and permanent residents of Canada. Applicants should send curriculum vitae and the names and addresses of three references by April 30, 1998 to: Chair of Search Committee, School of Social Work, Atkinson College, York University, 4700 Keele Street, Toronto, ON, M3J 1P3. Phone: (416) 736-3226; Fax: (416) 603-3861.

SOCIOLOGY

LAKEHEAD UNIVERSITY — The Department of Sociology at Lakehead University invites

applications for a probationary (tenure track) appointment at the rank of Assistant Professor commencing August 1, 1998. The preferred candidate will have a primary specialization in Gerontology as well as expertise in Gender Studies, Feminist Sociology, or Queer/Transgender Studies. A PhD and previous teaching experience is preferred. Salary will be commensurate with qualifications and experience. This appointment is subject to final budgetary approval. Applicants should submit a curriculum vitae and the names and addresses of three references to: Dr. O. Kemp, Acting Dean of Arts and Science, Lakehead University, 955 Oliver Road, Thunder Bay, Ontario, P7B 5E1. In accordance with Canadian Immigration regulations, this advertisement is directed to Canadian citizens and permanent residents of Canada. This appointment is subject to final budgetary approval.

SPANISH

UNIVERSITY OF SASKATCHEWAN — Department of Languages and Linguistics (one-year) is a curriculum vitae and three references should be forwarded before April 30, 1998 to: Dr. O. Kemp, Acting Dean of Arts and Science, Lakehead University, 955 Oliver Road, Thunder Bay, Ontario, P7B 5E1. In accordance with Canadian Immigration regulations, this advertisement is directed to Canadian citizens and permanent residents. Lakehead University is committed to employment equity and encourages applications from women, members of visible minorities, aboriginal peoples, and persons with disabilities.

York University, 4700 Keele Street, Toronto, ON, M3J 1P3. Phone: (416) 736-3226; Fax: (416) 603-3861.

SPANISH STUDIES

UNIVERSITY OF GUELPH — The School of Languages and Literatures (Spanish Studies) of the University of Guelph invites applications for a tenure-track position in Latin American literature at the rank of Assistant Professor, at entry level to the profession, beginning August 1, 1998. Ours will include teaching of 19th and 20th century Latin American literature and culture, and Spanish as a second language at the undergraduate level. Classes will be taught in Spanish, except for occasional cross-listed courses, given in English. PhD. publications in the field of interest, native or near-native fluency in both languages, and language-teaching experience in Spanish are required. Knowledge of computer-assisted learning will be considered an asset. Salary will be commensurate with the candidate's qualifications and experience. Applications consisting of a curriculum vitae and three letters of recommendation should be sent before May 31, 1998 to Dr. Daniel

Chouinard, Director, School of Languages and Literatures, University of Guelph, Guelph, Ontario, N1G 2W1, Canada. The University of Guelph is committed to an employment equity program that includes special measures to achieve diversity among its faculty and staff. We therefore particularly encourage applications from qualified aboriginal Canadians, persons with disabilities, members of visible minorities and women. In accordance with Canadian immigration requirements, this advertisement is directed to Canadian citizens and permanent residents of Canada. This appointment is subject to final budgetary approval.

STUDENT LIFE

TRINITY WESTERN UNIVERSITY — Executive opportunity. Vice-President for Student Life. Trinity Western University invites female or male candidates to apply for the position of Vice-President for Student Life. The successful candidate will have fully embraced the beliefs and lifestyle of an evangelical Christian, will be fully supportive of the University's mission and will be able to contribute positively to this evangelical Christian community. The Vice President for Student Life reports to the President and will be generally responsible for mission, key processes, leadership team, assessment, fiscal management, university planning and senior management of the division. She will be specifically responsible for setting direction and providing services conducive to positive growth and development of students such as planning and evaluation, student development, student leadership, career planning, spiritual formation & faith affirmation, student retention, community values as well as various committee assignments. Preferred requirements include: A Doctorate in Higher Education with a major in Administration, Social Science, Theology or Biblical Studies; 10 to 15 years of significant educational leadership in student development at a university, ministry or administrative experience with a record of significant growth in education, Christian ministry or human services; Demonstrated leadership, supervision, administration, interpersonal and communication skills to the highest level. Personally, the successful candidate will be a warm-hearted, committed, dedicated and mature evangelical Christian, have a keen desire to serve in work, church, family and community and be firmly committed to the University's mission, Commu-

nity Standards and Statement of Faith. Application packages accompanied by detailed CV's may be sent to: Mr. Bill Norris, Mail: 700 Oliver Rd., London, ON Canada N6Y 1Y1; Director of Personnel. Phone: 604-888-7511; Fax: 604-513-2061; Email: bill.norris@uwu.ca

THEOLOGY

EMMANUEL COLLEGE — Applications are invited for a full-time tenure stream appointment in Public Worship at Emmanuel College at the assistant professor level. Qualifications are a Th.D. or Ph.D. in Theology completed or in process with demonstrated competence in liturgical theology and pastoral ministry. Duties and expectations include teaching courses for basic degree students (M.Div., M.R.E., M.T.S., and M.P.S.), the credentials or potential to teach courses for and supervise doctoral students, a commitment to research and publication, and a willingness to provide leadership to the United Church in the area of worship. A detailed description of the position is available on request or on the Internet (<http://vicu.utoronto.ca/emmanuel/index.html>). In accordance with Canadian immigration requirements, this advertisement is directed to Canadian citizens and permanent residents. Applications, including a curriculum vitae and three letters of reference, should be sent to the Chair of the Appointment Committee, Emmanuel College, 75 Queen's Park Crescent, Toronto, Ontario M5S 1K7. The deadline for applications is May 15, 1998. We hope to make an appointment by July 1, 1998, and the starting date is negotiable.

TURKISH LANGUAGE & LITERATURE

UNIVERSITY OF TORONTO — Turkish Language and Literature. The Department of Near and Middle Eastern Civilization invites applications for a tenure-track Assistant Professorship in Turkish Language and Literature. Applicants must hold the PhD degree and be able to teach undergraduate and graduate courses in modern Turkish and Ottoman language and literature, as well as courses that place Turkish and Ottoman within a broader cultural and historical framework. The Department of Near and Middle Eastern Civilization is seeking a colleague who will complement its offerings in Islamic languages and literatures (Arabic and Persian), and in Islamic history and thought. The position is effective July 1, 1998. Applications will be considered by the Search Committee after November 1, 1998. Applicants are requested to send a covering letter outlining their research and teaching interests, together with a curriculum vitae, and to arrange for three letters of reference to be sent directly to: Chair, Turkish Language and Literature Search Committee, Department of Near and Middle Eastern Civilizations, 4800 Keele Avenue, University of Toronto, Toronto, Ontario M3J 1K1. In accordance with Canadian Immigration policy, priority will be given to Canadian citizens and permanent residents of Canada. In the event that suitable Canadian citizens or landed immigrants cannot be found, other individuals will also be considered. In accordance with the Employment Equity Policy, the University of Toronto encourages applications from qualified women or men, members of visible minorities, aboriginal peoples and persons with disabilities.

ACCOMMODATIONS
SABBATICAL RENTAL OR EXCHANGE — Kitchener-Waterloo: July to two 1998 to July 1999. Fully furnished 3 1/2 bedroom house, 15 minutes by car from Wilfrid Laurier and Waterloo Universities. Car possibly available. Also seeking suitable accommodation for 2 adults and 2 children in France for rental or exchange in same period. Email: pej@nethr.net
MONTREAL — NDG. Fully furnished, fully equipped semi-detached home. 30x4 bedrooms, 3 bathrooms. July 88 to August 99. \$1100 a month. Phone: (514) 487-2312 Fax: 848-4541. E-mail: depl@nethr.net
MONTREAL — large, lovely furnished apartment, Plateau Central - June, July, August (possibly May). 1100/month, all included. Call 514-286-2946.
SABBATICAL RENTAL — Montreal — Fully furnished four-bedroom house near universities. \$1150/month + utilities. Available July 1, 1998. Contact A. Athienès, Tel: (514) 848-8791/465. E-mail: athien@nethr.net
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MONTREAL — lower duplex for rent from May 1, short or long term lease, in nice residential area (NDG). Short walk to shops, parks, subway. Fully equipped and furnished. 2 bedrooms, study, dining room, livingroom, renovated kitchen and bathroom, no appliances, sunny garden, parking. By metro, door to door, 35 minutes to McGill, 30 minutes to Concordia. \$1150 per month. Call (514) 487-4164 (514) 488-3703, fax (514) 848-4521, pej@nethr.net
SABBATICAL RENTAL — Halifax, Nova Scotia. 3 br. furnished house, 2 full baths, finished rear room, all appliances, garage, backyard. Clean & quiet, excellent neighbourhood, easy walk to schools, shopping, rec centre. 10% for smokers or pet owners. Tel: 902-457-4156, fax 902-494-1451, enid@nethr.net
VICTORIA — May-Aug. — furnished, 1 bdrm apt in char. house, access to garden, 10 min. walk to ocean, downtown. \$700/mo. 250-995-3043, email: Wolay@nethr.net

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SABBATICAL RENTAL — Ottawa. Beautiful 3 BR fully furnished house in nice neighbourhood in easy walking distance of both Carleton University and University of Ottawa. Available summer/fall 98 to summer 99. Price negotiable. Contact: ogorlan@nethr.net, Tel: (613) 730-9431 (N), Fax: (613) 652-3599.
SABBATICAL RENTAL — Falmouth, Historic Centre attractive one-bedroom apartment, sleeps 2. Monthly Italian Lira 1,500,000 + util; weekly 200,000 + util. — Spacious 911-255-245-739
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Genome Sequence Centre

British Columbia Cancer Research Centre
Vancouver, British Columbia

Genome Mapping & Sequencing Group Leader

Essential to your profile is at least two years' experience as a member of a large-scale Genome Sequencing group, with involvement in physical working of mammalian genomes of DNA sequencing. Additional experience in cDNA or EST sequence determination would be an advantage. Strong management and interpersonal skills are required. The Group Leader will be responsible for hiring and training technical staff and for ensuring a strong commitment to the staff's career development.

Data Analysis & Informatics Group Leader

You possess at least two years' experience in data analysis and the use of computer systems associated with large-scale DNA sequencing.

You will work closely with the Genome Mapping & Sequencing Group Leader to ensure all computer systems and programs required for mapping and sequencing are available and functioning effectively. You will also be responsible for interfacing with the computer support group of the BCCA, overseeing data analysis and management, the submission of data to the international DNA data banks, the maintenance of the GSC's website, and Informatics services.

The BC Cancer Agency (BCCA) and the British Columbia Cancer Foundation (BCCF) are establishing a Genome Sequence Centre (GSC) at the British Columbia Cancer Research Centre (BCCRC) within BCCA's research and treatment facility in Vancouver, British Columbia. Its founding Director is Dr. Michael Smith, Nobel Laureate, University Killam Professor and Peter Wall Distinguished Professor of Biotechnology, University of British Columbia.

The BCCF is providing initial funding support to establish the Centre as well as the annual operating budget. The major activity of the Centre will be genome sequencing of particular relevance to cancer research diagnosis and treatment. However, it is intended that the Centre will also have the potential to carry out other large-scale DNA sequencing projects of medical and biological importance.

Initially, the Centre will be housed in 5,000 sq. ft. of existing laboratory and office space, pending construction of a larger facility in the planned new laboratories of the BCCRC.

In the following key appointments, incumbents will report to the Director and will be co-responsible for establishing a Centre with a world-class reputation for determining DNA sequences, in the context of significant medical and biological problems, with high data quality produced in a timely and cost effective manner. A particular responsibility of the centre will be to interact closely, and in an ongoing manner, with cancer researchers and clinicians at the BCCRC and BCCA.

Essential to these positions is a Ph.D. in genetics, molecular biology, biochemistry or related discipline. Post-doctoral experience, whilst not required, would be a significant asset. There is the possibility of academic appointments in appropriate Departments of the University of British Columbia for both Group Leaders.

In accordance with Canadian immigration policy, preference will be given to Canadian citizens and permanent residents of Canada. The BCCA hires on the basis of merit and is committed to employment equity.

Letters of application should be submitted with a current curriculum vitae, the names and addresses of three references and copies of three recent publications, by May 1, 1998, to:

Dr. Michael Smith, Director, Genome Sequencing Centre, British Columbia Cancer Research Centre, 601 West 10th Avenue, Vancouver, BC V5Z 1L3; telephone: (604) 877-6152; fax: (604) 877-6150; e-mail: mkealy@bccancer.bc.ca

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Counting the Wrong Beans

TEE L. GUIDOTTI

FOR EXCELLENT REASONS INVESTIGATORS are being held accountable for their use of public funds and their research productivity. This may be a good thing, but we have not yet got it right.

My doubts about evaluation as currently practiced are not intended to question the need for accountability in research. Evaluation methodologists working in research analysis often suggest that criticism does equate to irresponsibility. In an era when accountability is needed and demanded, this pretense serves as protection for short-sighted evaluation.

Let me illustrate with a story before elaborating further on this theme. Ten years ago, we embarked on a series of epidemiological studies on the hazards and health risks of firefighting that established our group's reputation as serious investigators. This is an issue of intrinsic importance, in cost, suffering, and need for prevention.

The study was difficult to do, overcame a number of obstacles, and introduced several innovations in analysis. There were also many interesting scientific aspects that made the problem a non-trivial exercise in methodology.

In the end, the line of investigation was a huge success. However, while we were engaged in it we were continually under siege.

Along the way we were evaluated at many levels and found wanting. The obvious drawback of peer review — that qualified reviewers are almost always competitors — was never so apparent in my experience.

Our failure to keep to an arbitrary timetable was construed as poor management, despite documentation that delays were beyond our control. Our study was considered a "negative" in the agency's own performance audit in the short term because no product was visible for a year or so for them to point to.

We were denounced by an MLA in the provincial legislature as an example of waste.

Our department chair at the time, an evaluation methodologist himself, evaluated our performance on a regular basis but ignored all activity related to the study until publication of the final product.

A major review of population health research in the province, conducted on behalf of a large biomedical research foundation, omitted recognition of our study because its content was not considered to be "health" research by their peculiar definition.

An audit of our department by our university overlooked our work entirely because they were concentrating on health services administration.

The federal agency on which we depended for key data evaluated our proposed work themselves, on the basis of which they took our money, assigned us a low priority, and delayed our work by a year, drastically increasing our costs.

In the end, the funding agency thought so little of the work that they left us out of a publication featuring their successful projects.

From our point of view, and that of our colleagues, the project was an unequivocal success. Scientifically, it was solid work and was well received as a contribution to both epidemiology and occupational health.

Our findings replicated but also extended and refined the work of groups much larger and better supported than ours. It is now regularly cited in the literature and in adjudication of claims in workers' compensation cases involving firefighters, the practical application of this work.

In the end, our study proved to be highly influential, heavily cited and durable. But that is not the essential point of this essay.

The benefits of actually doing the work, quite unrelated to its scientific merit, were remarkable but were completely overlooked in evaluation. It proved our capabilities and launched us into the

L'auteur explique comment l'évaluation des travaux de recherche peut omettre des aspects méthodologiques dont la valeur et le mérite scientifiques sont difficilement mesurables. Pour étayer son argument, il donne l'exemple des études épidémiologiques que son groupe de chercheurs a effectuées il y a dix ans sur les dangers et les risques de la lutte contre les incendies sur la santé et qui ont été qualifiées de négatives à court terme parce qu'elles n'avaient donné aucun résultat visible. Il veut ainsi démontrer que l'évaluation de projets de recherche ne peut mesurer la valeur du contenu et qu'elle se rabat sur des résultats à court terme, comme la quantité des publications.

big leagues of our field. About a dozen people, students and staff, gained important research experience which they later carried into other jobs or used in graduate study; one of the students won a research award. The database has since been used for three unrelated studies and a set of graduate student exercises. An important confirmatory follow-up study based on our work was conducted by a U.S. federal agency, further enhancing our credibility and reputation.

None of these "spin-off" activities were funded by the original grant. None were recorded in any evaluation of our research impact. None are easy to document as a direct product of the original grant. However, the impact they had was a key factor in our later success and a benefit to our institution and the research community.

Perhaps a superb evaluation methodologist would have captured some fraction of these benefits, but it is hard to see how. We have just been lucky that our work was recognized in the end.

Citation analysis could have missed the impact of our work completely because only academics cite other academics in the academic literature and tend to do so soon after the paper appears. (Most papers are never cited, in fact.) Our competitors would have no incentive to cite us, once they published their own study.

The greatest impact of this work has been in a world (of insurance, workers' compensation, and fire department affairs) where citation and even documentation are inconsistent and uncommon. Citation analysis may work well in basic science but in applied fields — precisely where government-funding sources are now likely to invest — it is a very poor measure.

Cost-benefit analysis would have been nearly impossible to demonstrate because the hundreds of millions of dollars affected by decisions regarding benefits to firefighters and their families are distributed over many jurisdictions and tied up for years in adjudication, appeals and litigation. How do we place a value on the impact on families, or the responsibility of society to members of a heroic public service that keeps them safe from harm?

It is especially hard to see how the impact could have been assessed within a reasonable time after the award was made. Of course, the person doing the evaluation usually has no real insight into the quality of the work or the value

of the study. Indeed, people familiar with the content are often viewed as biased when they act as evaluators.

Quality is so difficult to measure that evaluation methodologists evade the issue and substitute deeply flawed surrogate measures such as peer review and indicators of influence on other investigators.

Lacking the ability to measure value in content, evaluation methodology falls back on either shorter-term outcomes (publications) or process criteria. Everyone deprecates the simple counting of publications, then does it anyway or conducts the equivalent in choosing other indicators of quantity.

Evaluation methodology for research seems to have grown out of educational psychology and the psychometrics of student performance. I believe it works well in that area, where group (as opposed to team) performance matters, testing reflects a current body of knowledge, and the essential skills are the acquisition, retention and assimilation of existing knowledge. None of this is true for research.

Evaluation of research, as currently practiced, is based on the wrong premise. It assumes that each research project is separate and distinct and that the products of that research, whether publications, presentations, or patents, are complete in themselves. That has not been true for most serious research since the nineteenth century.

Serious basic research fits into a structure that is much larger, fluid, and depends for its vitality and self-correction on exactly those characteristics that funding agencies seem to abhor: duplication (replication), negative results (the flip side of verification), lack of focus (generalizability), intuition (inductive reasoning and hypothesis formation) and lack of relevance, which means moving beyond the narrow frame of reference (innovation).

Likewise, applied research that is truly innovative has unanticipated applications beyond the frame of reference of evaluation. The problem that a good study was originally designed to solve is just the beginning. If it is truly worthwhile it will lead to other levels of inquiry.

The value of a piece of serious research is seldom obvious within an administrative time frame because it cannot be evaluated definitively until the field is further advanced.

The fundamental fallacy is that no piece of research exists in isolation, and how it fits into the overall structure of knowledge has little to do with the research project and everything to do with that structure. How well the investigator understands the structure is what counts and what makes a piece of research a useful contribution or junk.

It has been my experience that young investigators who succeed in research careers have two essential characteristics: imagination and a capacity for analysis. By the latter I do not necessarily mean a command of the latest statistical package, but a logical approach to interpretation that balances an intuitive approach to the problem itself with a capacity to interpret the outcome in a meaningful context. Nobody measures this.

Grant applications capture these qualities poorly, although every once in a while they shine through if the applicant has not been overly drilled in the false skill of "grantsmanship."

This set of skills is a worthy topic for evaluation methodologists to investigate. Their professional ascendancy in granting agencies and the research community should be resisted until they show a mastery of this essential dimension of research. ■

(*See L. Guidotti, MD, MPH, FRCP, CCBOM, MFOM is professor of occupational and environmental medicine and Killam Annual Professor 1996-1997 at the University of Alberta.*)

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